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DU PEUPLE AMERICAIN

# COMMUNITY LITERACY SUPPORT PLAN

## USAID/ALL CHILDREN READING

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USAID/Senegal All Children Reading

**DISCLAIMER**

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

## ACRONYMS

ACR	All Children Reading
AT-PNLSen	Assistance Technique au Programme National de Lecture Sénégal
AME	Associations des Meres d'Elèves
APE	Association des Parents d'Elèves
ARED	Associates in Research and Education for Development
CAQ	Contrat d'Amélioration de la Qualité
CBO	Community-based organization
CGE	Comité de Gestion de l'Ecole
CLSP	Community Literacy Support Plan
CODEC	Collectif des Directeurs d'Ecole
COSYDEP	Coalition des Organisations en Synergie pour la Defense de l'Education Publique
DALN	Direction de l'Alphabétisation et des Langues Nationales
DFC	Direction de la Formation Continue
DEE	Direction de l'Enseignement Elémentaire
DPRE	Direction de la Planification et de la Réforme de l'Education
DRTS	Division de la Radio et Télévision Scolaire
EGR	Early Grade Reading
EMiLe	Multilingual Education Pilot
FENAPES	Fédération nationale des parents d'élèves du Sénégal
IA	Inspection de l'Académie
IEF	Inspection de l'Education et de la Formation
IFAN	Institut Fondamental d'Afrique Noire
INEADE	Institut national d'Etude et d'Action pour le Développement de l'Education
JICA	Japanese International Cooperation Agency
KAP	Knowledge, Attitudes, and Practices
LARTES	Laboratoire de Recherche sur les Transformations Economiques et Sociales
MEN	Ministère de l'Education Nationale

MOU	Memorandum of Understanding
NGO	Non-governmental Organization
PALME	Partenariat pour l'Amélioration de la Lecture et des Mathématiques à l'Elémentaire
PAV	Plans d'Action Volontaristes
PNL	Programme National de Lecture
SBCC	Social Behavior Change Communication
UNAPES	L'union nationale des associations de parents d'élèves et d'étudiants du Sénégal
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development

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# I. INTRODUCTION

The Community Literacy Support Plan (CLSP) describes how the USAID/All Children Reading Activity (USAID/ACR), currently known in Senegal as the *Assistance Technique de l'USAID au Programme National de la Lecture du Sénégal* (USAID/ACR), will help the *Ministère d'Education Nationale* (MEN) and its other partners increase support from parents, caregivers, community members and other local-level actors to ensure improved early grade reading performance among students in 20% of school-communities in the target regions of Diourbel, Kaffrine, Kaolack, Louga, Matam and Saint Louis. The approaches and interventions described in this plan are based on lessons learned from previous and ongoing community-based efforts to improve early grade reading outcomes in Senegal and other similar contexts. The Plan also identifies key partners, at both the national and regional level, that will play a critical role in rolling out and ensuring the sustainability and scalability of parental and community activities initially supported by USAID/ACR community activities. Outlined strategies and activities here within will guide implementation for the duration of the program, providing parents, school and community leaders, local NGO partners and other civil society actors with the knowledge and evidence-based tools to encourage, improve and monitor students' early grade reading progress and teachers' early grade reading instruction.

This Plan is a dynamic and flexible document that will be updated throughout the implementation process as needed to reflect changing dynamics within school communities, integrate lessons learned and account for necessary programmatic adjustments. Activities and targeted stakeholder groups will be revised based on results in alignment with the program's overall adaptive management approach, as well as any changes in USAID and MEN priorities for parental and community engagement activities.

## A. All Children Reading Program Background

The USAID/All Children Reading (USAID/ACR) Activity in Senegal is funded by USAID and implemented by Chemonics International and its consortium of partners in support of the Senegalese National Reading Program led by the *Ministère de l'Education Nationale* (MEN). This 5-year activity runs through July 10, 2021 and aims to greatly improve reading levels for students in Grades 1-3 through an effective, sustainable and scalable national program. This technical assistance program targets three outcomes to achieve this goal in the regions of Diourbel, Fatick<sup>1</sup>, Kaffrine, Kaolack, Louga, Matam, with some support as well to St. Louis: early grade reading instruction in public primary schools and *daaras*, improved, delivery systems for early grade reading instruction improved, and parent and community engagement in early grade reading improved.

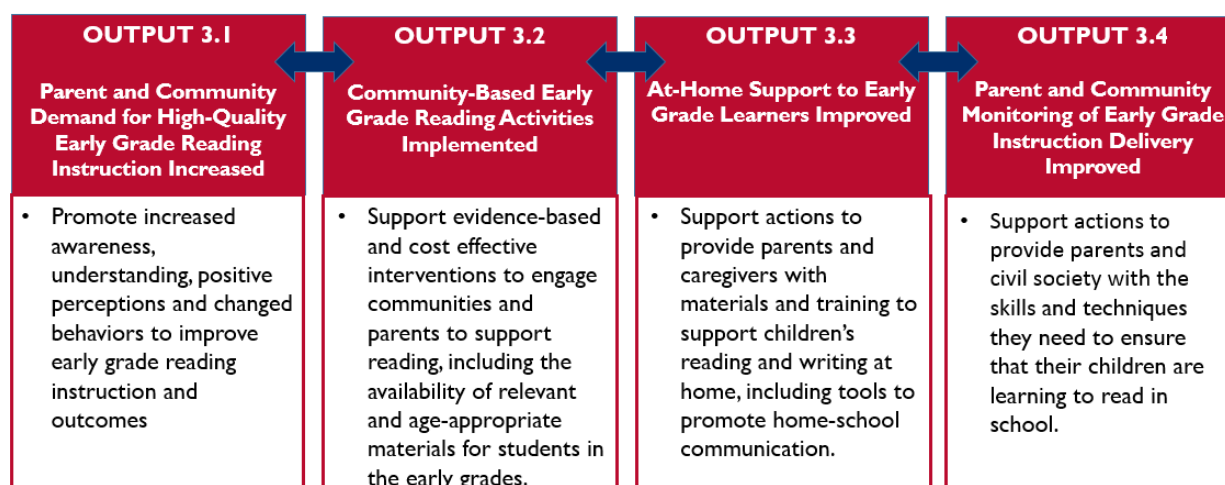
The government of Senegal and MEN is launching the National Reading Program in the context of nation-wide bilingual reforms that, per the latest research on what works, will use national languages to teach all Senegalese children to read and aid the transfer to reading in French. To match the goals of the National Program, USAID/ACR has set an ambitious target in support of the government's agenda: at least 70 percent of Grade 2 students to be reading at grade level by the end of the 2020/2021 school year. This is particularly ambitious when considering only 13 percent of Grade 3 students tested in an early grade reading assessment in 2010 read at a second grade level.

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<sup>1</sup> The region of Fatick will not be covered under Outcome 3 of USAID/ACR as there is another USAID Activity anticipated in Fatick to address improved parent and community engagement in reading.

USAID/ACR's success will depend not only on the ability to mobilize technical expertise but also to navigate the complex socio-economic, cultural, and political dynamics that shape education policies and practices. This complex environment necessitates a change process for which there are no easy, nor predetermined, solutions. The international evidence base on emergent and early grade reading has grown over the past decade, and this research base offers direction to stakeholders. USAID/ACR proposes to support the MEN to use this evidence base and, at the same time, leverage local assets for production and dissemination of research to identify solutions tailored to the Senegalese context.

The Community Literacy Support Plan draws upon this research to directly address Outcome 3 of the Activity: Parent and community engagement in early grade reading improved. This outcome depends on four primary outputs, which, if achieved, will lead to more parents and caregivers actively participating in their children's reading and learning.



Outcome 3 activities will be implemented in 20% of communities in regions assisted by USAID/ACR. Results will be monitored through activity reports and Knowledge, Attitudes and Practices (KAP) surveys conducted in Years 1, 3, and 5 to determine to what extent these interventions succeed in achieving Outcome 3, improved parent and community engagement for early grade reading. Additional analysis, and potential external impact evaluation supported by USAID, will help study linkages between progress in relation to Outcome 3 and the overall goal of improved reading outcomes for children in Grades 1 -3.

## B. Methodology for Developing the Plan

Effective parental and community engagement requires the participation and buy-in of a large cross-section of stakeholders from government, civil society and the community. The USAID/ACR Community Literacy Support Plan reflects this principle and was therefore developed in a participatory and highly consultative process through the following activities and steps:

- Review of documentation on research conducted, previous lessons learned, and best practices around community engagement in Senegal and globally
- Collaborative workshops with national and international NGO partners (see table below for a list of consulted organizations), including:
  - A round table of community development experts and MEN officials, held February 1, 2017, to collect experiences of those working in Senegal in early grade reading
  - A Social Behavior Change Communication workshop, held March 21-22, 2017 in Dakar, better understand current promising practices in SBCC in the community in general,

- Numerous follow-up meetings and phone discussions with organizations working in education, in particular community support to education (see table below for a list of consulted organizations)
- Meetings with the MEN, specifically counterparts at the Department of Elementary Education (*Direction de l'Enseignement Élémentaire-DEE*) to determine appropriate school selection criteria and learn about ongoing community engagement initiatives
- Internal meetings with USAID/ACR Activity staff about each components' inter-related activities,
- Regional and departmental consultations in Kaolack and Kaffrine<sup>2</sup>, from May 2-6, 2017, to hold round table discussions with MEN representatives at the IA and IEF levels, as well as members of local school management committees (*Comités de Gestion-CGE*), parents and local community-based organizations.
- A two-day validation workshop, held May 9-10, 2017, where USAID/ACR presented our parental and community engagement approach and planned activities. Working closely with our DEE counterpart, Mr. Cheikh Beye, MEN representatives from the national, regional and departmental levels worked in small groups to review and approve the developed components of the CLSP and its implementation timeline.

Stakeholder Consultations USAID/ACR	
Government/Donors	
<u>Ministry of Education-National Level</u> <ul style="list-style-type: none"> <li>▪ Directorate for Elementary Education (DEE)</li> <li>▪ Directorate for Literacy and National Languages (DALN)</li> <li>▪ Directorate for Planning National Education Reform (DPRE)</li> <li>▪ Coordination Body for Girls' Education</li> <li>▪ Information Technology Unit</li> <li>▪ Directorate for In-service Training (DFC)</li> <li>▪ Daara Inspection</li> <li>▪ National Institute for Educational Research (INEAD)</li> <li>▪ Directorate for School Radio and TV (DRTS)</li> <li>▪ Communication Bureau for Gender in Education</li> </ul>	<u>Ministry of Education-Regional Level</u> <ul style="list-style-type: none"> <li>▪ Regional Administrative Inspection (IA)</li> <li>▪ Inspection of Education and Training (IEF)</li> <li>▪ Departmental Child Protection Committee (CDPE)</li> <li>▪ Social Services Bureau</li> </ul> <u>Local Governments</u> <ul style="list-style-type: none"> <li>▪ Local Prefects and Deputies</li> <li>▪ Mayors and government counsellors</li> </ul> <u>Donors</u> <ul style="list-style-type: none"> <li>▪ USAID</li> <li>▪ UNICEF</li> </ul>
International & National NGOs	
<ul style="list-style-type: none"> <li>▪ PLAN Sénégal</li> <li>▪ World Vision</li> <li>▪ Nos sœurs lisent</li> <li>▪ ARED</li> <li>▪ Coordination des ONG et Syndicats pour la Défense d'une Education Publique de Qualité (COSYDEP)</li> <li>▪ ENDA project</li> <li>▪ COMI</li> </ul>	<ul style="list-style-type: none"> <li>▪ SOS Children</li> <li>▪ Service National Education Et Information Pour La Sante SNEIPS</li> <li>▪ National Hygiene Service (SNH)</li> <li>▪ Helen Keller International (HKI)</li> <li>▪ TOSTAN</li> <li>▪ Yaajeende</li> </ul>

<sup>2</sup> Outcome 3 activities will be implemented in only three regions during the 2017-2018 school year: Kaffrine, Kaolack and Matam. Due to scheduling difficulties, ACR was only able to visit two regions prior to the submission of this document. Subsequent consultations will be held in Matam in Year 1 and later in the remaining three regions before refining the strategy for those regions.



<b>Stakeholder Consultations</b> USAID/ACR	
<b>Community Groups in Kaolack and Kaffrine</b>	
<ul style="list-style-type: none"> <li>▪ President of the Education Commission for Gender</li> <li>▪ Parent Associations (APE)</li> <li>▪ Women's associations</li> <li>▪ Mother Associations (AME)</li> <li>▪ Female Teachers' Network</li> <li>▪ School Director Collectives</li> <li>▪ Union of School Management Committees (UCGE)</li> <li>▪ Regional and Departmental Federation of Parent Associations</li> <li>▪ Village Associations and elected Neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>▪ Associations of local trainers</li> <li>▪ Departmental women's committees</li> <li>▪ Village Savings and Credit (AVEC)</li> <li>▪ Girls' Education Associations</li> <li>▪ Local education associations : Bajenu Gox, NDeyyou Daara</li> <li>▪ Youth Associations (ASC)</li> <li>▪ School-based Children's Parliaments</li> <li>▪ Local children's' councils</li> <li>▪ Koranic Teachers' Association</li> <li>▪ Religious leaders</li> </ul>

This plan incorporates the information and input gleaned from literature, meetings and consultations described above and gives our best estimation of how community and parental engagement efforts and the activities for each of the four sub-outcomes will be carried out. The limitations of the methodology and timing for the development of this plan include the following:

- This Community Literacy Support Plan was written at the same time that the Outcome 1 team was developing their Training Plan and working on stabilizing models for teaching and learning materials. Because certain details related to these activities and work with private publishers have yet to be stabilized, we are unable, at this time, to describe in detail the approach for extra-curricular materials to be distributed to children and families.
- Although some visits to regions for consultations have been carried out to inform the design of the plan, we were unable to consult all departments or regions with the time allocated. Therefore, the present document does not take into account the local partners and specificities of each region. Because all regions have their own challenges and opportunities, specific strategies will be integrated into regional action plans at the beginning of each project year.
- Some data is available from pilot studies or current implementers in certain areas, but ACR has not done formative research to inform intervention design. Due to scheduling challenges, the KAP baseline will be conducted after submission of this document. Findings from the KAP will be integrated into updated regional strategies and materials used for each of the Outcome 3 outputs.

### **C. Situational Analysis of Community and Parental Engagement in Reading in Senegal**

Over the past two decades, Senegal has made considerable progress in improving access to primary education and increasing the gross school enrollment rate to almost 93%. However, despite these gains, the education system faces several challenges in ensuring quality instruction and student retention. According to administrative data, only 59% of children complete their primary education and levels of

grade repetition are high<sup>3</sup>. A contributing factor is the difficulty many children face in learning how to read. A 2010 early grade reading assessment funded by the Hewlett Foundation found that only 13 % of third graders could read at a second grade reading level by international standards<sup>4</sup>. Data from baseline conducted by the USAID-funded program, Partenariat pour l'Amélioration de la Lecture et des Mathématiques à l'Elémentaire (PALME), found similar results to be true with little variation across all regions of Senegal<sup>5</sup>.

The reasons for this are multiple and can be directly tied to challenges in meeting standards related to the 5T's for effective reading instruction (teaching, time, text, tongue and test). Insufficient time is dedicated to practicing reading in and out of school. There is a lack of availability of effective instruction and age-appropriate reading materials, both in the classroom and at home. Children receive little support and reinforcement from families and caregivers. Many families are not aware of direct correlation between learning to read early and future academic success. Over 50% of adults in Senegal are illiterate, therefore many parents cannot read to their children and think that this means they cannot help them as they learn to read. In addition, the language of instruction for the existing national curriculum for grades 1-3 is exclusively French, a language which many children and family members do not speak. Recent reports indicate that only 31% of the population knows the French language to some degree<sup>6</sup>. While many of these weaknesses can be addressed through school-level interventions (improving reading materials, teacher training and student reading assessments, etc.), parents and community members have a significant role to play.

The MEN has recognized these challenges<sup>7</sup>, and with the assistance of USAID/ACR, is introducing an early grade reading program using national languages to improve reading and academic performance. Both the donor and local NGO community have equally responded, introducing promising programs over recent years that corroborate recent research indicating that early grade reading outcomes can be improved through evidence-based parent and community involvement initiatives<sup>8</sup>.

### **Senegalese Policy and Plans Addressing Community and Parental Engagement**

While the Ministry of National Education does not have a dedicated department or focal point to address community and parent engagement in education, they have taken tangible steps to strengthen the link between schools and the communities they serve. In line with the national Education Development Program (*Programme de Développement de l'éducation-PDEF*), the 2002 ministerial Decree n° 2002-652 mandated the creation of school management committees (*Comités de Gestion- CGE*) embedded within each elementary school throughout the country. Committee membership includes school leadership, representatives of the parent association (*Associations des Parents d'Elèves- APE*) and community leaders. The transition to more localized and inclusive school governance was challenging. In the first decade of the Decree's existence, evaluations showed that despite decentralization efforts

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<sup>3</sup> UNICEF, 2008-2012

<sup>4</sup> Pouezevara, S., Sock, M., and Ndiaye, A, 2010. Evaluation des Competences Fondamentales en Lecture au Senegal, 2010. Washington: RTI International, 2010. Print and accessed on : 30 July, 2015.

<sup>5</sup> 2012 Baseline Report, Partenariat pour l'Amélioration de la Lecture et des Mathématiques à l'Elémentaire (PALME)

<sup>6</sup> Organisation Internationale de la Francophonie, 2016

<sup>7</sup> Ministry of Education of Senegal. *Lettre de Politique Generale pour le Secteur de l'Education et de la Formation, 2012-2025*. Dakar, Senegal : 2012, p. 8.

<sup>8</sup> Cao, Yvonne, et. al. *Out-of-School Parental and Community Involvement Interventions: Literature Review*. Prepared for USAID by University of Chicago/NORC (Contract No. GS-I0F-0033M/AID-OAA-M-13-00010), August, 2014.

and an increase in dedicated funds for the education sector, the participation of local government and communities in school management remained either low or nonexistent<sup>9</sup>. Local level stakeholders were not taking ownership of national policies; communities were not contributing to the management of school finances; and local elected representatives were not fulfilling their responsibilities in the piloting of school management committees.

Over the last ten years, the MEN has worked in collaboration with the Japan International Cooperation Agency (JICA) and the World Bank (WB) to develop a more stabilized model for CGEs to increase access and quality at the local level. A final CGE model was validated in November 2012 and was promoted and expanded through the « Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence » (PAQUET) initiative. Schools took on a new identity “as school of the community, for the community, by the community and in the community (*une école de la communauté, pour la communauté, par la communauté et dans la communauté*).” As such, CGEs work directly with the community to identify school and student needs and develop strategies to meet those needs through Quality Improvement Contracts (*les Contrats d'Amélioration de la Qualité- CAQs*) embedded within Volunteer Action Plans (*les Plans d'Actions Volontaristes- PAVs*). While CAQs focus primarily on student achievement in reading and math, PAVs regroup all school improvement initiatives, activity planning and resources mobilization. In recent years, CGEs have become a viable mechanism for funneling donor resources to community-school environment. Outside of the World Bank and JICA, UNICEF has had success providing monthly stipends so that CGE can provide modest stipends for community volunteers to conduct remedial reading classes<sup>10</sup>. As CGEs continue to gain administrative skills and experience, they have the potential to make an important impact on student achievement and overall school performance.

Through the PAV/CAQ action plans, the MEN has established a set of school performance indicators to be monitored through the CGEs. These indicators track not only student achievement around math and reading, but also the extent to which parents and communities engage in school improvement. These set the stage for the MEN's strategy for parental and community engagement under the National Reading Program and serve as a starting point for USAID/ACR as we work to develop additional indicators, disaggregated by sex, under Output 3.4.

Existing CGE Indicators	
Student Achievement (CAQ)	Parent and Community Engagement (PAV)
<ul style="list-style-type: none"> <li>▪ % of students (CI-CP) mastering basic reading skills</li> <li>▪ % of students (CI-CP) mastering basic math skills</li> <li>▪ % of students (CE1-CE2) able to read fluently</li> <li>▪ % of students (CE1-CE2) able to solve basic math problems, measure and construct geometric shapes</li> <li>▪ Rate of grade repetition (CP)</li> <li>▪ Rate of grade repetition (CE2)</li> <li>▪ Dropout rate (CP)</li> <li>▪ Dropout rate (CE2)</li> </ul>	<ul style="list-style-type: none"> <li>▪ # and type of community members participating in schools needs assessment</li> <li>▪ # and type of community members participating in the development of the School Action Plan (PAV/CAQ)</li> <li>▪ # of CAQ initiatives undertaken by the community</li> <li>▪ Level of community participation in events sharing school and student achievement results</li> <li>▪ Effectiveness of established communication plan around pilot programs and initiatives</li> </ul>

<sup>9</sup> World Bank.

<http://documents.worldbank.org/curated/en/160831468307457305/pdf/757520PAD0PI33010Box377300B00OUO090.pdf>

<sup>10</sup> UNICEF, for example, provides very low cost support of approximately 30 USD a month to supplement CGE activities on a case-by-case basis in their target intervention areas.

## Recent Initiatives and Resources in Senegal

The USAID/ACR program will draw from the experiences of numerous local initiatives that have succeeded in mobilizing communities and families around educational programming, and early grade reading in particular. Key lessons learned will be applied from the following programs:

- **USAID Education Data for Decision Making (EdData II)- Senegal Behavior Change Communication Research: Kaolack**

In 2015, USAID funded a study to determine whether a targeted social behavior change communication campaign could 1) enhance families' perception of the value of reading; 2) promote reading as a shared responsibility between school and home and 3) strengthen the confidence of parents and caregivers in their ability to improve children's reading outcomes. Research Triangle Institute (RTI), in collaboration with the local NGO Associates in Research and Education for Development (ARED), implemented a SBCC campaign in 13 localities feeding into schools with bilingual elementary classes in Kaolack, using evidence-based methods from health and agriculture programs implemented in Sub-Saharan Africa. The pilot engaged several stakeholders in support of the program. Local associations were provided small grants to conduct community theater and interactive radio programming. The MEN appointed focal points at both the IA and IEF level. However, because the program was viewed as a special pilot, and not part of their assigned workload, garnering their full participation was challenging due to their busy schedules and multiple responsibilities. Finally, CGEs were very involved in contributing and monitoring the activity, serving as an entry point for the program in schools. The results were not institutionalized, however in their PAVs and CAQs.

### **Key SBCC Components Kaolack Study**

- Posters in strategic public places
- Radio jingles and weekly programs featuring successful parents and children
- Community theater
- Community forums funded through CGEs and led by local *animateurs*
- Cartoon-based parent education materials
- Home visits by local facilitators and CGE members to reinforce messages
- Book exchanges

Endline results showed that parents who had the highest exposure to the different SBCC components were 45% more likely to help their child with school work (83% vs. 38% in low exposure communities). Fifty-six percent of parents reported asking their child to read aloud to them compared to only 6% in low exposure areas. This was true even for parents who were illiterate and initially reported not knowing how to help their children with their school work. In this case, cartoon-based SBCC materials illustrating how parents could guide children's learning proved invaluable in building parent's knowledge and confidence. When the USAID/ACR Parent and Community Engagement team conducted departmental consultations in Kaolack in May 2018, several community members observed that when parents understood the language of instruction, they were better able to participate in their children's learning, even if they, themselves, did not know how to read. This suggests that introducing national languages as the language of instruction can have a positive effect on engaging parents in student learning.

EdData II also conducted a small pilot in Rufisque, a peri-urban town outside of Dakar, with slightly different results. Parent and community mobilization and SBCC techniques that worked in the rural zones of Kaolack, such as local radio programs and community dialogues, did not have the same effect in Rufisque. Many parents traveled long hours to Dakar and therefore were unable to participate. Television programming was more popular than radio, so many radio messages went unheard. To compensate, the pilot relied on religious leaders and linking with local health programs to mobilize local communities around early grade reading.

- **Multilingual Education Pilot (EMiLe )- World Vision and SIL International**

World Vision and SIL collaborated to implement an early grade reading pilot in the language of Seereer for first grade students in private Catholic schools from 2010-2014. The program included teacher training and observation and the development of a program textbook, conducted in collaboration with inspectors from both the IA and IEF. Parent and community advocacy was a central component and included community meetings attended by elected local officials, adult literacy classes, reading clubs and home visits by community leaders. Working through the parent association, the program provided awards for excellent students which served to also motivate parents.

The pilot revealed several lessons learned. First, the availability and variety of appropriate, illustrated reading materials in the target language is extremely important in getting students motivated to read and improving their learning outcomes. EMiLe did not provide take home materials for students. This remains a challenge in Senegal, where availability of quality reading materials is extremely low, especially in rural areas. Second, students need more practice reading out loud. With little available classroom time, parents and caregivers have a role in encouraging children to do this at home. Third, parents are more motivated when they have the opportunity to see their child's school work and teacher comments. Increasing home-school communication is essential. Frequent teacher absences and transfers can adversely affect student learning outcomes. Mechanisms should be put in place to increase parent awareness of what goes on in the classroom so that they can better support their child's education.

- **Girls' Reading initiatives- Nos Sœurs Lisent**

USAID/ACR will directly liaise with Nos Sœurs Lisent, an NGO focused on building girls' capacity to read in the region of Fatick. Close collaboration with MEN counterparts has been a success of the program. Through a signed convention with the IEF, Nos Soeurs Lisent has been able to develop 18 reading activities, train teachers on how to implement extracurricular clubs and activities related to reading, and produce teacher guides. While there has not been formal coordination with school CGEs to this point, local women's networks have provided support and links with the surrounding community. Nos Sœurs Lisent has leveraged these community resources to develop early grade readers, organize catch-up reading classes for underperforming girls and create a volunteer network that organizes reading competitions and clubs outside of school. Through these activities, students have developed their own reading materials to share with friends and families, contributing to more print rich environment where the contribution of children is valued and appreciated. Approaching reading through a gender lens, their programming demonstrates the positive effects of engaging mothers to accompany their children, empowering them through literacy classes and group forums.

- **Plan International's community mobilization programming**

Plan has a long history working within local communities in Senegal to promote primary education and build awareness of the importance of girls' participation amongst parent, caregivers and community leaders. For example, Plan's 1000 girls' campaign increased school girl's academic performance through extra classes and improved access to basic educational facilities and materials by bringing together parents, women's associations, local government, and CGE to collectively participate in project design, identification of key targets, and project implementation and monitoring. Plan's programming provides three key lessons learned that will be applied to USAID/ACR: 1) When effectively organized and resourced, women's groups, particularly grandmother associations, have a powerful impact on children's academic performance; 2) Additional funding from municipalities for education initiatives is possible when projects consistently engage and implicate local councils in program activities; and, 3) Programs that work through school management committees (CGEs) must include targeted capacity development activities to ensure effective community outreach and management of activities.

- **Literacy Boost, World Vision**

In three villages of Fatick, World Vision has been piloting Literacy Boost, a program designed to guide schools, parents and communities to better support the literacy development of their children through three components: reading assessment, teacher training on effective ways to teach reading and community action. Working in collaboration with the IEF in Fatick, World Vision trained teachers, followed by classroom observations. The project also developed stories, in French, based on local fables provided by the community. Shared through established reading clubs, these materials helped garner the support of parents and community members, who felt invested in the process. While there was not a direct link with the CGE action plans, the program worked closely with CGE members, as well as the school director collective (CODEC) to engage the community. As with the programs above, the program found that effective parent and community engagement was enhanced through engaging local volunteer networks, targeted training of parents and caregivers, improved availability of reading materials at the community level, and focused involvement of local authorities. They also found that there is a great need to develop the capacity of school CGEs.

#### **Synthesis of lessons learned from recent Senegal experiences promoting parental and/or community engagement in student learning, and reading in particular**

- Strong collaboration with MEN is essential; however, for long-term sustainability, the Activity should not be seen as a “project”, but rather as an integral component of the MEN National Reading Program. IA and IEF representatives should not be viewed as stakeholders, but rather as co-implementing counterparts.
- CGEs should be actively engaged in all community mobilization activities. This engagement should be coupled with targeted capacity development and support.
- Availability of at-home reading materials is essential for encouraging reading and parent engagement in reading.
- Social behavior change communication is most successful when using a variety modalities to reach target audiences and images/messages that are grounded in the local context.
- When effectively organized and resourced, women’s groups, particularly grandmother associations, have a powerful impact on children’s academic performance.

### **International Evidence Base for Community and Parental Engagement**

USAID/ACR draws on a broad international evidence base for successful community and parental engagement to ensure that our activities draw on lessons learned and best practices, not only from Senegal, but worldwide. As such, the approaches described in this CLSP focus on what has been found to work and targets interventions so that families and communities can accompany their children in very practical, yet effective ways. The following evidence-based principles and findings inform our support for parent and community involvement in early grade reading:

#### **SUCCESSFUL METHODS FOR CHANGING BEHAVIORS**

- While social behavior change communications messaging through campaigns can help, Huebner and Meltzoff (2005) have found that in-person instruction to family members is the most effective at promoting behavior adoption. The two should be used in conjunction with one another.
- Community Theater can have an impact on school performance, particularly in low literacy areas where there is not a strong culture of reading. An impact study of the DFID-funded Education Sector Support Programme in Nigeria showed increased school attendance and improved education outcomes as a direct result of community theater interventions.

Application in USAID/ACR: Under Output 3.1, we will deliver a comprehensive SBCC campaign that

couples positive messaging through multiple mediums (radio, community theater, town meetings, etc.) with targeted parent and caregiver training (Output 3.2).

### **UNDERSTANDING PARENT AND COMMUNITY STAKEHOLDERS**

- Interventions must recognize that “family” is not a monolith of actors, and that there are important differences (e.g., in literacy levels, time available, motivation) among family members who may be engaging with young learners at home (e.g., fathers, mothers, older siblings and cousins, aunts, uncles). The most effective training plans, therefore, carefully tailor content and approaches to build on the respective strengths and roles of different family members (e.g. Tostan, 2016).
- Programs targeting family engagement for child literacy must understand social norms in a given target area that affect family member interactions with young children, and incorporate this understanding for training programs to effectively begin from where people are and build on these norms and engender feelings of self-efficacy in the actions they can take to increase their children’s reading and general academic success (Tostan, 2016).

Application in USAID/ACR: USAID/ACR will conduct KAP surveys in our target regions to better understand the knowledge, attitudes and practices that drive parents and the community towards certain behaviors, as well as the social norms that dictate their relationships with their children, as well as the school (Output 3.1). Results from these surveys will inform the content of parent training programs and materials.

### **THE IMPORTANCE OF HOME SUPPORT FOR EARLY GRADE READING AND STRATEGIES FOR INCREASING EFFECTIVE FAMILY INVOLVEMENT**

- Greater home reading exposure at early ages is positively associated with the activation of brain areas supporting mental imagery and narrative comprehension, which can have a positive effect on emergent literacy (Hutton, Horowitz-Kraus, Mendelsohn, Dewitt and Holland, 2015).
- Pre-reading activities when children are very young lead to better reading outcomes in school (Nord, Lennon, Liu and Chandler, 2000).
- Engaging a child in a conversation about what they have read and evaluating and extending the child’s observations has a positive impact on literacy skills, particularly for prereaders (NORC, 2013).
- It is insufficient to simply provide tools or present new skills. Family members must be given opportunities to practice new skills and receive coaching on them, and to couple this with social behavior change communications approaches that engender positive attitudes about using these skills and taking the actions recommended. Training programs and campaigns must do more than simply impart new knowledge; they must also employ the multiple channels of behavioral change approaches (Banerjee et al., 2010; Lieberman et al. 2013).
- The more effective interventions are very explicit, structured, include user-friendly guidance and tools, and focus on specific, easy-to-apply skills that parents and other family members can do with children at home.
- Family engagement to increase student literacy is most effective when there is a whole-home literacy environment centered on a high value placed on literacy and that includes opportunities for verbal interaction, encouragement of reading and time allowed to do so, availability of



printed materials to read, and family members who read with children (Hess & Holloway, 1984).

**Application in USAID/ACR:** Through Outputs 3.2 and 3.3, we will support schools to provide materials and trainings to parents and other caregivers so that they are better able to encourage and accompany children as they read at home. These materials will model how to positively interact with children and support their learning, using techniques that can be used even by illiterate parents. In addition, we will work with local publishers and community organizations to increase the availability of age and context-appropriate reading materials in national languages that can be used in the home.

## 2. OVERVIEW OF PROPOSED APPROACH

The following section describes USAID/ACR's strategy for helping the MEN and its partners to increase parental and community support to young children in grades 1-3 as they learn to read. It describes the four major components of our approach: a **developmental hypothesis and parent and community engagement framework** distilled from the research and best practices cited in Section I and adapted for the Senegalese context; a **partnership** map that describes how we will engage key stakeholders within the community; a **community mobilization grants** program that empowers CGEs and other associations to drive program initiatives, and; key principles for **gender and inclusion** so that every child has more opportunities to read.

Throughout implementation, our approach will align with the following overarching concepts and principles:

- *Institutionalizing efforts within the MEN:* As an integral part of operationalizing the MEN National Program for Reading, USAID/ACR will help promote and strengthen relationships between MEN counterparts at all levels (DEE-IA-IEF) and NGOs and local associations through the creation of a dynamic Parent and Community Engagement Community of Practice around community and parent engagement in education and reading, in particular. This network will contribute to the goal of scaling up and localizing the most promising approaches beyond the 20% of schools directly supported by USAID/ACR.
- *Leveraging existing resources:* We will amplify the impact of USAID/ACR parent and community engagement activities by building on existing structures and activities for a multiplier effect and sustainability. We will aim for early and relatively easy wins, using proven approaches that have been tested by other partners in Senegal. We will leverage existing networks created by organizations who are already working with or influencing parents, such as Plan International's Village Savings and Loan groups that cover almost 25,000 people in the regions of Kaolack and Louga, and with community radio stations that are already successfully working with USAID-funded health projects such as Yajeende and SPRING. This will create momentum and an early buzz around the activity, and begin developing the critical mass of stakeholders needed to change social norms.
- *Integration across the components of the National Program for Reading and other elements of USAID/ACR's technical assistance and targeted outcomes:* The activities in support of Outcome 3 will be closely linked with those for achieving Outcome 1 (early grade reading instruction in public primary schools and *daaras*, improved) to ensure that the school-provided reading materials include some home activities that are appropriate for non-literate parents. There will also be close linkages between Outcome 3 and Outcome 2 of the program (delivery systems for early grade reading instruction improved), aligning community-based interventions with USAID/ACR's broader communication strategy that will focus on the initial steps of behavior change (knowledge and attitude) for the community and larger society.
- *Honesty, Transparency and Mutual Respect:* The MEN's intentions to introduce national languages as languages of instruction and in particular for early grade reading curriculum are new and not fully



understood by the population. USAID/ACR will help the MEN garner maximum buy-in across parent and community stakeholders by clearly and regularly communicating program successes and challenges, bringing together government officials, school administrators, teachers, parents, civil society actors and private sector partners for frequent department-level consultations and focus groups. Through open and transparent dialogue, we will engender mutual respect and understanding across these groups, creating an avenue for tangible social behavior change and future sustainability of program initiatives.

## **A. Our Development Hypothesis and Framework for Addressing Community and Parental Engagement**

The underlying hypothesis, which reflects the outputs within Outcome 3 of the USAID/ACR results framework (Section I.A), is that:

**IF** parents and caregivers have exposure to a *multi-faceted social behavior communication campaign* that increases their beliefs that 1) reading success in Language 1 will ensure reading success in Language 2; 2) parents can play an important role in ensuring their child's reading success, even if illiterate, and 3) the two keys to reading success are good teaching at school and practice at home

**THEN** demand for high-quality reading instruction will increase (Output 3.1).

**IF** this demand is met with targeted community-led early grade reading activities, increased access to extracurricular reading materials and at-home support tools that increase parents' confidence and ability to accompany their children in reading (Outputs 3.2 and 3.3)

**AND** mechanisms are put in place to improve parent and community monitoring of student achievement (Output 3.4)

**THEN** parent and community engagement around early grade reading will improve, leading to better reading outcomes for children in grades 1-3.

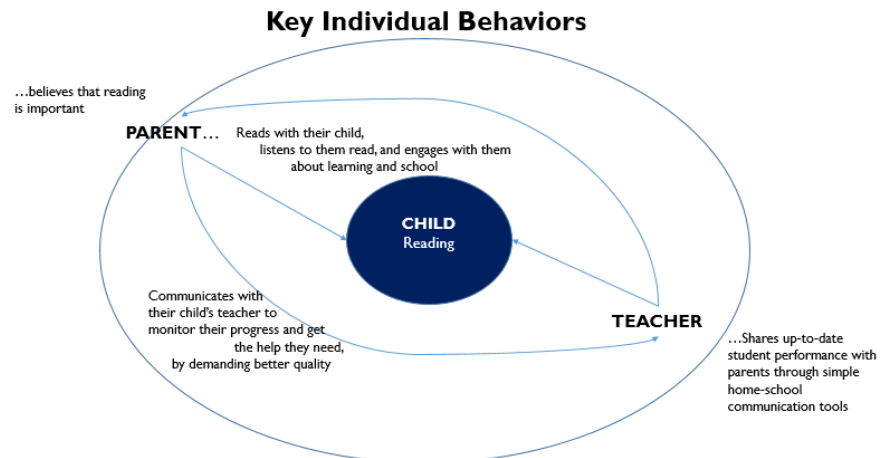
This hypothesis is predicated on the following assumptions:

- Early grade reading instruction will improve due to interventions in Outcomes 1 and 2.
- The MEN will continue to promote the use of national languages for reading and allow these languages for instruction.
- Schools will effectively carry out early reading programs that begin with Language 1 and then introduce Language 2 (French).
- Teachers will be at least minimally supportive of community and parental engagement in reading.
- Each student will be provided with a book that can be brought home for reading practice at home.
- School management committees will already exist with a minimum level of functionality.
- There is relative political stability and limited numbers of disasters such as epidemics or extended teacher strikes that would disrupt school teaching. USAID/ACR will, however, take steps to mitigate any potential teacher strikes by organizing community-led review sessions and remedial courses.

### **Parent and Community Engagement Framework**

The CLSP focuses on motivating parents and communities to engage with their school, and encouraging parents to read with their children on a regular basis. Changing the attitudes and practices of parents are central to our interventions. If we are to encourage children reading at home, we must strengthen parents' belief that reading is important so that they will engage with their child as they read, asking them questions and checking comprehension. We use the Senegalese understanding of the term

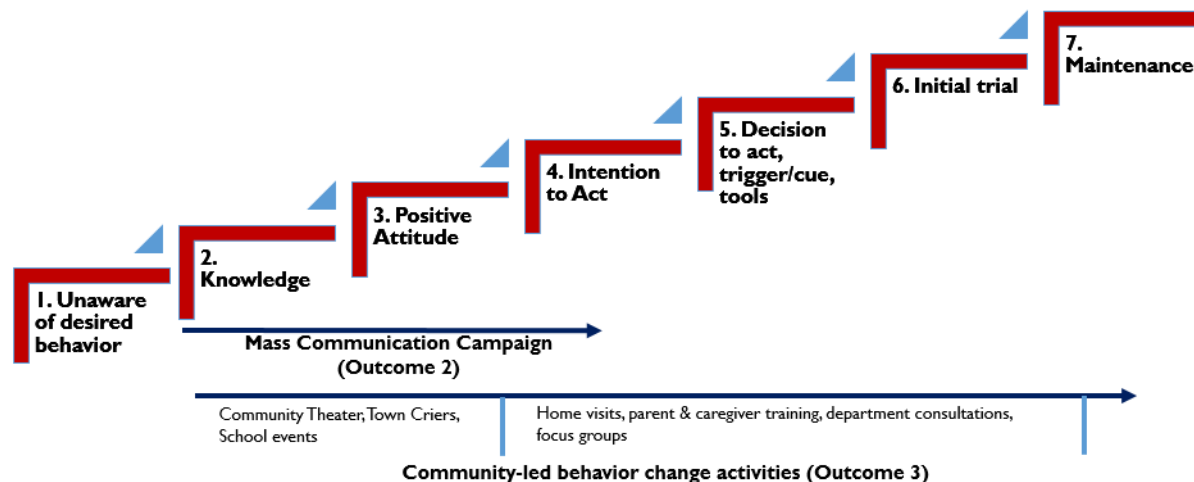
“parent” in this model, which refers to the main caretaker of the child, to instill a level of responsibility and authority for ensuring positive reading practices with the help of other family members. We must also develop a continuum of support around the young reader, creating a strong link between parent and teacher.



Communication is a major component of changing parents' behavior, however additional interventions are needed, beyond communication, to ensure that desired behaviors are adopted and sustained. The USAID/ACR parent and community engagement framework will draw upon social and behavior change communication (SBCC) principles and theory. In this way, activities will go beyond the concept of “sensitization” (awareness-raising) and use more targeted, effective SBCC approaches that involve not only parents, but members of the school and broader community. This initial SBCC approach will be amended as additional information about barriers and motivators is available (through formative research or other means), and as different communication channels show their effectiveness.

USAID/ACR will use the *Stages of Change*<sup>11</sup> (below), a simple theoretical model of behavior change, to create a common understanding across stakeholders.

## STEPS OF BEHAVIOR CHANGE



This model breaks down the process of individual behavior change into seven distinct steps, each necessitating different communication approaches. In the Senegal context, a parent is most likely unaware that they have a role to play in helping their child learn to read (Step 1). Through mass

<sup>11</sup> Adapted from Piotrow, PT, Kincaid, DL, Rimon, JG & Rinehart, W. (1997). *Health communication: Lessons from family planning and reproductive health*. Westport, CT; Praeger Publishers.

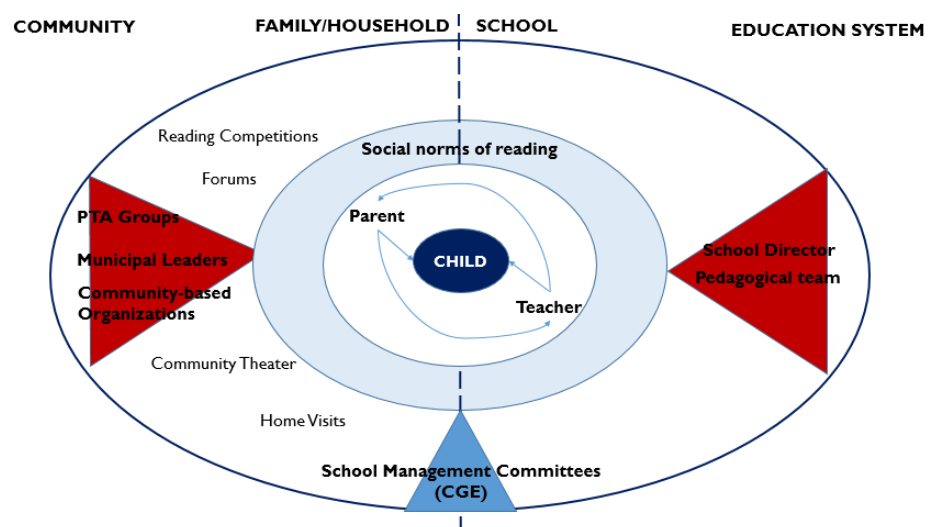
communication campaigns that include posters, billboards and radio programming, coupled with more community-led interventions (theater, school events, etc.), parents gain the necessary knowledge to understand how they can contribute to their children's success in school (Step 2). Gaining this knowledge from successful individuals in their community that model the desired behaviors, parents gain a positive attitude (Step 3) and begin to develop an intention to adopt these behaviors for themselves (Step 4). Once parents are introduced to the appropriate tools and training, they are triggered to act (Step 5) and make an initial attempt to support their child as they read at home (Step 6). As they continue this behavior, they move into the final step of the process, maintenance (Step 7). Most traditional communication campaigns are effective in bringing audiences to step 3, or even step 4, but bringing people from step 4, Intention, to step 6, trying the action at least once, takes a great deal of focused, specific and nuanced work. When enough parents move far enough along the steps, then social norms begin to shift within the community, which also helps to encourage others to join the process.

Using this simple conceptual model allows us to:

- clarify where ACR's communication focus will be (probably in bringing audiences to step 4, and then helping with step 7);
- articulate where community-led interventions will focus (moving from step 4 to step 7);
- ensure appropriate approaches and tools are used to help move individuals and communities move from one step to the other.

Our interventions will create self-efficacy and provide tools to help parents take the first step into action (e.g. try helping their child read at home just once, or meet for the first time with their child's teacher to discuss reading), and then support them to carry out these behaviors on a continued and amplified basis (step 7.) Group discussions and practical sessions in the communities will provide parents with understanding and a positive attitude, and through practice, the skills and the self-confidence to carry out home reading support activities. Our strategy presented in this CLSP focuses on the upper stages of behavior change (intention, decision/triggers, initial trial, and maintenance) for the community/parents. This will include details on what to do and how to do it, building self-efficacy and supportive social norms, providing triggers and reminders for desired behaviors, and providing recognition to families and communities who engage in reading support.

An individual parent or caregiver who is "going up the stairs" of behavior change is not acting alone, but is subject to the influences of their family, community and society. Our interventions will address social norms- positive peer influence and social support- which are amongst the most powerful drivers of adoption and sustained practice of any behavior. The graphic below shows how individual and household behaviors operate within the community and societal context. The Community Literacy Support Plan will concentrate interventions on the left half of the graphic: empowering parents and caregivers, strengthening CGE outreach, and engaging community stakeholders (APEs, municipal leaders and CBOs) to drive SBCC interventions.



Our messaging and interventions will follow the tenets of a socio-ecological model for social behavior change communication, as outlined below. Using these guidelines, we are able to identify the different barriers and opportunities for each group- Individuals, family & peer networks, community, and society- that should be addressed.

<b>Socio-Ecological Model for Social Behavior Change Communication: Overcoming barriers to normative &amp; social and behavior change<sup>12</sup></b>			
<b>Individual</b>	<b>Family &amp; Peer Networks</b>	<b>Community</b>	<b>Society</b>
<ul style="list-style-type: none"> <li>• Healthy behavior</li> <li>• Knowledge &amp; skills</li> <li>• Beliefs &amp; values</li> <li>• Self-efficacy</li> <li>• Perceived norms</li> <li>• Perceived risk</li> <li>• emotion</li> </ul>	<ul style="list-style-type: none"> <li>• Parenting skills</li> <li>• Positive peer influence</li> <li>• Social support</li> <li>• Supportive partner relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Equal participation</li> <li>• Information equity</li> <li>• Equal access to resources and services</li> <li>• Shared ownership</li> <li>• Collective ownership</li> <li>• Collective efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Committed leadership</li> <li>• Supportive policies</li> <li>• Positive religious &amp; cultural values</li> <li>• Equitable gender norms</li> <li>• Supportive media</li> <li>• Media &amp; technology access</li> </ul>

## Barriers and Opportunities Identified

Existing formative research and the findings from the SBCC Lessons Learned workshops identified several barriers (real or perceived) and opportunities for behaviors related to improving reading at home and in the community. Barriers include:

- Parents and other adults in the household are non-literate.
- There are no books available in the houses due to lack of funds or interest.
- Inaccurate perceptions about children's learning of reading (i.e. a belief that teaching children to read in French from the first day of grade one is the best way to assist children to succeed in schooling in French, or a belief that children can't really learn to read with fluency until they are older than age seven or eight.
- Parents don't feel capable of helping their children learn to read, and don't know how to check their children's progress.
- Parents don't feel involved or aware of their roles and responsibilities in helping their children learn to read.
- Parents lack skills to support reading at home and don't know what specific actions are helpful.
- Children have other activities that the family requires them to do outside of school e.g. helping with farming or business errands, learning the Koran, etc.
- Girls' time is often seen as better spent helping with household chores than on reading.
- Parents feel that existing books are not adapted to local realities, or aren't fun to read. Children aren't interested in reading- they prefer to watch television, play sports, etc.
- Parents are too busy or too tired to help their children with their reading at home.
- Some parents are not interested in helping their children read.
- Parents do not understand that reading books "for fun" is necessary practice to ensure reading

<sup>12</sup> Adapted from Johns Hopkins/Center for Communications Programs (JHU/CCP)

success.

- Parents are not aware of the opportunities and benefits that result from teaching children to read at an early age.
- School management committees (CGEs) have weak administrative structures and lack effective parent outreach strategies.
- Local government leaders are not fully engaged in or aware of ongoing efforts to improve early grade reading outcomes.

Existing research and the findings from the SBCC Lessons Learned workshop also identified opportunities for promoting reading at home, including :

- Many children are enthusiastic about reading- they say they like to read, and they would enjoy reading more if they had books with pictures and drawings.
- Children want to succeed in school to please their parents, to not feel ashamed in front of their peers, to advance to college, to help their parents.
- Most parents are aware of the fundamental role of reading and the importance of following their children's studies at home.
- Parents say they would like to participate more in the education of their children.
- Parents strongly believe in the importance of education for their children's futures.
- Children often ask help from their brothers and sisters, uncles, aunts, neighbors, etc. to do their homework.
- Many existing community development initiatives would welcome the opportunity to get copies of home reading materials and activities to share with their participants.
- The 1000 days concept used in health projects' SBCC activities sets the stage for early reading by talking about the importance of early nutrition and health for strong and smart children.
- There are numerous health education print materials (including leaflets and cartoons) that have images and words in local languages that add to the home reading environment.

These barriers and opportunities will inform our SBCC strategy, which will be developed in conjunction with the Communications Strategy under Outcome 2. The strategic communication approach will focus on building parents' belief that reading will improve their children's chances for success in the future, and that parents have the capacity to participate in their children's reading success.

If parents believe that reading at home helps with children's success at school, and if they have the specific tools and methods to use in helping their children read, they will have the self-efficacy (the belief that they have the capacity and ability) to help their children with their reading, and thus will be more likely do it. The emotional focus of the SBCC activities will be motivating the parents through the feelings of pride and hope: pride that their children are succeeding at school and that they are good parents; and hope for the future of their children, and for the ways their successful children will contribute to the overall well-being of the family.

## **B. Partnerships**

The success of USAID/ACR's parent and community engagement is predicated on the strength of its partnerships at all levels of the community. Our approach will encourage the active participation of those who are directly involved in school management (students, teachers, school directors, CGEs and local MEN representatives) ; existing partners of the school within the community (elected officials, parent associations, mother's associations, youth associations, Koranic school associations and women's groups), as well as other potential allies (local opinion leaders, religious leaders, business men and

women, village chiefs and diaspora associations); and resource groups with a great deal of experience working with communities and schools (local and national NGOs). In the first year of implementation, and throughout the program, USAID/ACR will formalize relationships, to varying degrees, with departmental and regional representatives of the MEN, local leaders, the private sector, and NGOs/CBOs to define their specific roles and responsibilities in improving the early grade reading outcomes of children in grades 1-3.

### Ministry of Education

Proactive collaboration between USAID/ACR and the MEN is critical to ensure their ownership and support. Whereas USAID/ACR staff will provide technical assistance to the MEN's design and rollout of parent and community support activities, MEN counterparts will serve as the leaders of the parent and community engagement strategy. Through continual involvement, coaching and empowerment of MEN staff, we will build their capacity to take greater responsibility for conceptualizing and implementing early grade reading support activities at the community and household level.

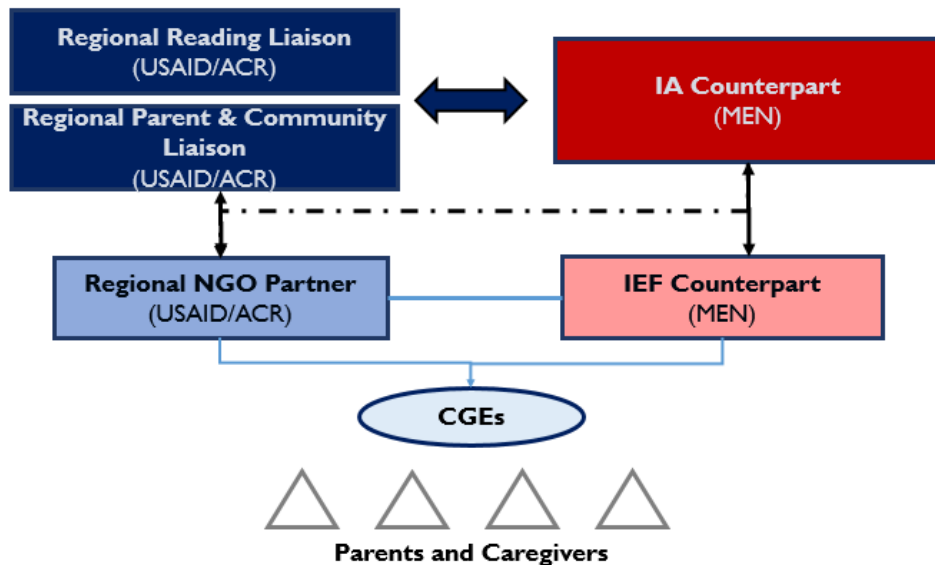
At the national level, the MEN is creating (with the support of the Outcome 2.1 team) a sub-committee dedicated to parent and community engagement in reading under the National Technical Committee for the National Reading Program. Led by the assigned MEN DEE counterpart and the USAID/ACR Parent and Community Engagement Advisor, this committee will be tasked to lead a Parent and Community Engagement Community of Practice among governmental and non-governmental partners responsible for a) increasing demand amongst parents and community for quality early grade reading instruction; b) supporting family support to early grade readers; c) overseeing efforts to increase parental support of EGR; d) developing and consolidating mechanisms to monitor parental and community support. Committee members will hold regular meetings to discuss parent and community engagement activities and make programmatic recommendations. They will participate in annual work planning and assist with the coordination of initiatives. Representing the key departments within the MEN that have a role in the PNL, subcommittee members will also be responsible for communicating key information and updating their counterparts on program developments. (See Annex A for the subcommittee's Terms of Reference.)

National Sub-Committee on Parent and Community Engagement Members		
MEN	USAID/ACR	Community Groups
<ul style="list-style-type: none"> <li>• DEE</li> <li>• DPRE</li> <li>• INEADE</li> <li>• DFC</li> <li>• DALN</li> <li>• DRTS</li> </ul>	<ul style="list-style-type: none"> <li>• Gender Advisor</li> <li>• Program Director</li> <li>• Senior Parent and Community Engagement Advisor</li> <li>• Outcome 2 Communications Specialist</li> <li>• ARED</li> </ul>	<ul style="list-style-type: none"> <li>• COSYDEP</li> <li>• Community Radio Union of Senegal (URACS)</li> <li>• FENAPES</li> <li>• UNAPES</li> </ul>

At the regional and departmental levels, USAID/ACR staff, as well as NGO subcontractors in target regions, will support staff from the IA and IEF to lead activities related to the PNL as part of their existing work responsibilities and to integrate PNL-specific activities into their action plans. This covers community and parental engagement as well, and together, they will map existing resources within the community and develop the capacity of CGEs and APEs to encourage parents and caregivers to engage with their children as they learn to read. The schema below describes the relationship between USAID/ACR, MEN and the community at this level.



## REGIONAL & DEPARTMENTAL COLLABORATION



To date, USAID/ACR has strengthened our partnership with the MEN through co-chairing the Lessons Learned in SBCC workshop, and through ongoing meetings with them to review progress and identify opportunities for parent and community reading support. We will continue this close partnership and support to the MEN to strengthen their capacity to design, plan, and implement home reading support activities. Working with USAID/ACR staff and partners, counterparts at departmental (IEF), regional (IA) and national levels (DEE) will co-lead communities of practice, which will position the MEN as drivers of USAID/ACR activities in the community. We will also ensure realistic programmatic parameters, so that what is implemented under USAID/ACR is both owned and scalable at a national level.

## Local Leaders

A key element in our work with communities will be to inform and engage local elected leaders, such as mayors and their counsellors, so that they are aware of and involved in what is being done at the community level from the beginning. This work will be a collective effort shared between USAID/ACR local NGO subcontractors and targeted CGEs (including those who will be grantees), with the support and direction from IEFs and USAID/ACR regional staff. We will engender a sense of ownership by inviting local leaders to present at key community events and take part in local-level planning meetings with school authorities. We will also advocate that they start including small allocations in their budgets and municipal development plans to continue or expand USAID/ACR-supported initiatives. We will encourage the local entities that we support (CGEs and local NGOs) to establish informal MOUs, such as letters of commitment or simply minutes of planning meetings, with local leaders to articulate their collaboration, which could include monetary commitments or support for use of existing community structures such as youth centers,

### Collaborating with cross-sectoral USAID programs

USAID/ACR will learn effective advocacy and planning strategies to gain municipal-level support from the USAID-funded GOLD project, which supports decentralized governance and better service delivery by locally elected governments in non-USAID/ACR regions but is eager to share approaches and tools.

women's centers or libraries that could serve as locations for after-school reading clubs, summer or weekend reading camps, and sources of additional reading materials.

USAID/ACR NGO subcontractors will also conduct focused outreach to religious and village leaders, sensitizing them to our SBCC messages and integrating their opinions and ideas into overall project planning and review. These individuals are key to garnering broad-based parent and community support for early grade reading initiatives, especially in rural areas.

### **Private Sector**

As part of working with communities, USAID/ACR will pursue several different approaches to obtaining private sector support for early grade reading activities to increase the scope and sustainability of early grade reading interventions.

- One is to help CGEs and other community groups to directly engage with businesses, as Plan Senegal has successfully done with mining companies to get their sponsorship for certain community activities.
- We will work with local actors (local leaders, NGOs, CBOs, and CGEs) who have existing relationships with private sector sponsors to help channel that private sector support towards reading through support to unions of CGEs, or to individual schools.
- We will encourage local partners to approach leaders of local professional organizations such as pharmacist, veterinary, engineering or agronomists associations who may be willing to contribute, in addition to funds or materials, their time and expertise to organizing reading fairs or speaking at community events about how early reading led to their success.
- We will also support communities to advocate with diaspora groups, who provide large amounts of resources to their home communities, to choose to support early grade reading as a valuable contribution to the well-being of their neighbors and families.
- We will encourage our partners to establish informal MOUs with these private sector groups to articulate how the collaborations will work.

### **NGOs/CBOs**

USAID/ACR will be supporting work across six regions of intervention for community and parental engagement activities (Diourbel, Kaffrine, Kaolack, Matam, Louga, and St. Louis), therefore it is imperative that community-based interventions reflect the regional cultural characteristics of each specific region. To accomplish this, USAID/ACR will engage local and regional NGOs and community-based organizations through both formal subcontracts (NGOs) with defined scopes of work and non-monetary collaboration and support (NGOs and CBOs).

#### **Subcontracts**

Community Literacy Support activities will be primarily implemented by regional

#### **Illustrative Selection Criteria for Partner USAID/ACR NGOs**

- Be a locally-based, not-for-profit organization that is officially registered with the government of Senegal;
- Be a financially sound institution with the necessary systems and government approvals in place to conduct activities in Senegal;
- Have at least two years of experience in parent and community engagement programming;
- Have an office in one of the Activity locations;
- Show demonstrated success in promoting education, preferably reading activities, in the identified region;
- Be well-recognized and respected within the target community ;
- Have available staff with experience in engaging community actors and in-depth knowledge of the education system ;
- Not be subject to any lawsuit or disciplinary action by a donor or governmental agency.



NGOs, chosen by USAID/ACR through a competitive process. NGOs will design their activities around the frameworks and suggestions contained within this Community Literacy Support Plan, but will have the flexibility to refine their strategy to meet the particular needs of their beneficiaries. Mandatory activities, however, include strengthening the capacity of CGEs to support the planning, development and implementation of activities that promote EGR and support parents to promote EGR; developing productive relationships with local leaders and potential private sector donors; engaging local leaders; and supervising direct support to parents and caregivers.

USAID/ACR will support NGOs through a team composed of a counterpart inspector at the IA and a regionally-based Parent and Community liaison who will monitor their performance and provide ongoing capacity development and programmatic guidance. In addition, USAID/ACR will help make program-sponsored materials available for distribution and deliver a comprehensive training program (that will span the duration of the USAID/ACR activity) which will cover the following topics, among others: effective organizational management; USAID/ACR activity content; best practices in facilitation; and, gender and inclusion. These trainings will bring NGO partners from each region together, contributing to a dynamic Parent and Community Engagement Community of Practice and providing opportunities to share lessons learned and best practices within the USAID/ACR implementing partnership.

### **Non-monetary collaboration**

Equally important, USAID/ACR will cultivate partnerships with other international and national NGOs, as well as community-based organization implementing similar activities in their communities.

- *Creation of a Parent and Community Engagement Community of Practice among EGR parent and community intervention partners:* USAID/ACR will build on activities to date (the round table, the SBCC lessons learned workshop, and field consultations) to help the MEN build a community of practice for partners who are supporting actions to increase parent and community interventions for early grade reading. This CoP will share ideas and results through periodic meetings and cross-visits, e.g. bringing staff from Tostan and USAID/ACR to visit World Vision field sites, or inviting staff for the upcoming project in Fatick to visit USAID/ACR activities. We have already identified synergy with UNICEF's activities in Matam.

Outside of periodic meetings, the community might share materials and approaches, results from formative research or other studies, and contribute to research design ideas for studies that could inform scale up and sustainability decisions.

- *Creation of regional and departmental school networks:* We will assist the IEFs to create and support an informal network per department and region of the schools that are implementing the parent and community component in order to share lessons learned. They may also choose to initiate a friendly competition between the schools who are carrying out the community component with symbolic prizes for various categories of achievement.
- *Sharing EGR parent and community intervention materials and approaches with existing initiatives and other community development partners:* USAID/ACR will also follow up with community development partners (such as those who participated in the SBCC Lessons Learned Workshop) who may be interested in incorporating home and community EGR materials and activities into their ongoing field work. This might include establishing MOUs and collaborating with already-funded community groups such as women's groups, village savings and loans to share with them simple home reading interventions that their members might practice.

## C. Community Mobilization Grants

In direct support of MEN policy to promote more inclusive and community-driven governance of schools and to support community-led activities to support reading, USAID/ACR will provide small grants to CGEs, and possibly other community associations (e.g., AMEs, women's groups and youth organizations), to implement community outreach and activities that they have planned in their PAVs in support of EGR (see Annex B for illustrative grant activities). A grant fund of \$610,000 will fuel these community-driven initiatives starting in the 2018-2019 school year. Awarded through a competitive and transparent selection process in which the MEN will participate, USAID/ACR will distribute grants pursuant to USAID provisions for Grants under Contract

(GUCs) and non U.S. sub-recipients<sup>13</sup>. Drawing on lessons learned from the World Bank and JICA, we will couple the distribution of funds with targeted capacity building and support to ensure that CGEs and any other entities receiving grants have the appropriate administrative procedures in place to account for grant funding and that grant-funded activities directly support student reading outcomes in alignment with PNL priorities. Examples of this additional support include training on financial reporting; provision of simple templates to report on activities and present monitoring data; as needed support to ensure the proper administrative checks and balances are in place to receive grant funding. These interventions will supplement the support given to all CGEs within our target schools, described below in Section 3.B.

### Illustrative Selection Criteria for Community Mobilization Grants

- Proposed activities link to improved reading outcomes for students in Grades 1-3 per the indicators in the school-community's CAQ
- The grant application clearly articulates measures for how the community will sustain proposed activities after grants funds are expended
- CGE membership includes the active participation of women and is accessible to people with disabilities
- Additional resources, through volunteers, local government or private sector partners, supplement grant funding
- Past success implementing small grants
- Demonstrated commitment to improving early grade reading (EGR action plan, identified personnel, etc.)
- Activities show clear plan for addressing gender disparities and promote inclusion with regard to reading

## D. Gender and Inclusion

In Senegal, girls, boys and children with disabilities face several challenges in accessing gender equitable and socially inclusive learning opportunities. This is due in part to deeply ingrained societal norms that dictate specific roles for girls and women and exclude people with disabilities from fully participating in society. While significant gains have been made in closing the gender gap in primary enrollments, only 56.2% of women between the ages of 15-24 are literate, compared to 74.2% of men<sup>14</sup>. Children with disabilities are at even more of a disadvantage, with 49.7% not attending school, and one third of those attending reporting prolonged absences<sup>15</sup>. Reflections on gender and inclusion challenges relevant to early grade reading from the initial departmental consultations and focus groups conducted by USAID/ACR show that:

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<sup>13</sup> See the AT-PNL Sen Grants Manual for detailed policies and procedures related to the community mobilization grants component.

<sup>14</sup> UNICEF reports that primary enrollments for girls now exceeds that for boys by 5.6%: [https://www.unicef.org/infobycountry/senegal\\_statistics.html](https://www.unicef.org/infobycountry/senegal_statistics.html)

<sup>15</sup> ACPF (2011). Children with Disabilities in Senegal: The Hidden Reality. Addis Ababa: The African Child Policy Forum.

- Many rural women, especially those who are illiterate, don't feel that they have a role to play in supporting their child's education. They do not have the confidence, nor knowledge of effective strategies, that could help them make a positive impact on their child's learning.
- Girls are often required to engage in household duties after school, limiting their time to do homework.
- Children with disabilities are often stigmatized by their peers or hidden from public view by their parents.
- School management committees and parent associations are predominantly led by men, who are responsible for the majority of decision-making.
- Men do not necessarily feel it is their role to engage with their child in educational activities, like reading to them or playing games.

Despite these challenges, there exist some opportunities that we will leverage as we implement our activities:

- Mothers' Associations (AME) are active in many schools within our target zones and have successful track records supporting school improvement efforts. In some zones, Kaolack and Kaffrine in particular, AMEs from different schools have worked together to implement activities and advocate for changes in the education system.
- Female teacher networks are present in a majority of communities, providing a supportive group to discuss challenges and address concerns within the school. Bringing this network together with AMEs could be a powerful force for change within a school and particularly effective in addressing gender concerns within a given school.

While the MEN has made efforts to address the existing disparities by creating a coordinating mechanism for girls' education interventions (Cadre de Coordination des Interventions sur l'Éducation des Filles-CCIEF), recent conversations with the Unit Coordinator have shown that the MEN has not yet been able to institutionalize gender throughout its programming. USAID/ACR has a definite role to play in helping to consolidate existing gender and inclusion tools into a cohesive and adaptable plan for the education sector moving forward.

Outcome Three will contribute to this process in a number of ways, aligning activities with the USAID/ACR Gender Plan. We will systematically integrate lessons learned on gender and inclusion as relate to EGR that we gathered during informal discussions with other implementers, as well as during annual departmental, regional and national consultations and workshops. These issues will also be a focus of our Parent and Community Engagement Community of Practice working on support to EGR, generating broad support and unified action across stakeholders to ensure that approaches are gender sensitive and that girls and boys both get the support they need to have equally strong reading outcomes. As we help develop work plans for the year, we will review recommendations and best practices, ensuring that they are reflected in regional strategies, the community mobilization grants and parent engagement activities (see table below).

Changing the way communities view gender norms and address inclusion takes time and requires a coordinated effort with stakeholders across all levels. We will engage with locally-based associations that directly address girls' education, disability issues and women's empowerment and who are interested in promoting EGR. This includes working with Mother's associations (*Associations de Mère d'élève-AME*) created under the Italian-funded Support to Girls' Education project (*Projet d'Appui à l'Éducation des Filles- PAEF*) project in Diourbel, Kaffrine and Kaolack and other women's networks, such as active networks of female teachers and SCOFI (*Scolarisation des Filles*), an organization that advocates for equity in education and generate funds to support improved opportunities for girls. We will provide gender sensitivity training to our NGO subcontractors, applying successful models, such as those used in

Tostan's Community Empowerment program. In addition, USAID/ACR will provide ongoing coaching related to reading support activities to the department-level Gender and Communication offices in each IEF that are directly responsible for coordinating and monitoring education activities related to gender in school-communities. These MEN counterparts will play an integral role in the implementation of the KAP survey baseline and midline, identifying key obstacles to gender sensitive and inclusive education and working with USAID/ACR staff to develop responsive sensitization campaigns, such as messages that promote more equitable allocation of time to girls and boys to be able to practice their reading at home. They will also tailor inclusive messages around reading for school events that are already institutionalized, such as National Reading Day, Girls' Day and National Elementary Education Week.

### **Illustrative Examples of USAID/ACR Gender Sensitive and Inclusive Parent and Community Engagement**

#### **Incorporating positive images into SBCC messages (Output 3.1):**

- Community theater productions and radio messages will include central female characters, illustrating the importance of girls' education and how even illiterate mothers can help their children learn to read
- Illustrations will include fathers and other positive male role models playing reading game with children
- Children with different disabilities (physical and cognitive) will be represented throughout all SBCC materials, including radio and print. Stories will feature children with disabilities who succeed in reading and in school and teachers who provide positive reinforcement to these groups.
- Demonstrations of effective reading support being provided by non-literate family members such as grandparents and mothers

#### **Inclusive community-based reading support activities (Output 3.2):**

- Ensuring that community and school events are in accessible locations
- Prioritizing community mobilization grants for those who integrate gender and disability sensitive programming, as well as extra support for those students who are extremely poor or otherwise vulnerable
- Promoting the active participation of women in CGEs and APEs
- Coordinating with NGOs working to promote national language literacy for women
- Signing MOUs and supporting community organizations that focus on gender or disability issues as relates to reading in order to provide targeted support

#### **Equitable at-home support (Output 3.3)**

- Extracurricular reading materials with diverse characters, including girls and children with disabilities as key characters
- Provision of additional support to at-risk children in the form of afterschool clubs, at-home visits, etc.
- Sensitizing parents and caregivers on the special needs of girls and children with disabilities

#### **Improving parent and community monitoring of EGR instruction (Output 3.4)**

- Disaggregated PAV/CAQ indicators (by gender and disability status)
- Fair representation of women and other vulnerable groups in CGEs and APEs

### 3. OVERVIEW OF PROPOSED INTERVENTIONS BY OUTCOME

USAID/ACR will support the implementation of activities under each of the Outcome 3 outputs that align with the strategy and principles outlined in this CLSP. Below is a brief overview of these activities by output. A more detailed description can be found in the Implementation Timeline for Community Literacy Support (Annex B).

#### **A. Parent and community demand for high-quality early grade reading instruction increased**

USAID/ACR will support the MEN and its partners to increase parent and community demand for better EGR instruction through comprehensive SBCC approaches, developed in coordination with the mass communication strategy under Outcome 2. The SBCC strategy will be developed using lessons learned from the past and ongoing programs in Senegal (Section I.C.) and results from a baseline KAP survey conducted in USAID/ACR target regions in Year One. This baseline survey will determine the main barriers and opportunities to supporting early grade reading that face parents and community members. As part of our adaptive program monitoring approach, we will conduct the KAP again in Year 3, to not only monitor the success of our activities, but inform the necessary programmatic modifications to our SBCC strategy. Final results will be assessed in a final, end-of-project survey.

Key strategies, activities and results under this output include:

- *Adapting existing SBCC materials:* USAID/ACR will help adapt existing SBCC materials developed under the EdData II Kaolack study for each of the target languages and communities (Pulaar, Seereer and Wolof), creating packages of print materials (under Outcome 2) and radio programming guidelines and templates for distribution and use by our local NGO subcontractors. These materials consist of posters and cartoons that demonstrate positive parental behaviors around early grade reading. We will continue to use the characters and messages that tested favorably during the Kaolack study, adapting them as necessary for Pulaar and Seereer communities. Radio programming packages will include pre-recorded jingles for a national audience, as well as a list of approved taglines and PNL messages. In addition, we will have suggested topics for community radio call-in shows, such as highlighting a parent who volunteers at school; interviewing a teacher that regularly interacts with parents around EGR student achievement; or showcasing end-of-year EGR results.
- *Identifying community champions:* NGOs will be responsible for identifying and training community champions and facilitators to spread SBCC messages throughout the community and lead roundtable discussions around EGR. These individuals may include parents who are active in the school, religious leaders, AME representatives and locally elected officials. SBCC messages are most effective when delivered by trusted members of the community, who can positively influence their friends, neighbors and colleagues.
- *Community theater:* We will explore partnerships with local theater troupes who can develop short productions using the characters and messages from the SBCC campaign. Delivered in a central community location, plays will relay key messages and model desired behaviors while also relating to the audience through context-specific humor and dramatic effect. These troupes can mentor older students and youth groups to replicate the productions on their own.

- *Delivering mobile phone messages (“push” SMS):* Working with a local cell provider, Orange, we will arrange for push SMS and voice messaging which will serve as follow up to community activities, reminding parents and caregivers to follow through with planned actions to support quality reading activities in the schools and communities.

## **B. Community-based early grade reading activities implemented**

As part of our adaptive management approach, USAID/ACR will work with our local NGO subcontractors and community representatives to determine those EGR activities that will work best in each region and individual community. These activities will allow parents and caregivers to practice and master those behaviors demonstrated in the SBCC campaign. In alignment with a whole school-community approach to getting children to read, they will also break down existing barriers between school and the community. Illustrative activities include:

- *Community sensitization meetings and dialogues:* Led by identified community champions, these meeting will serve to introduce parents and community members to the PNL and highlight upcoming activities and events. Through these meetings, schools will identify a localized network of support that can bolster school-based initiatives and provide feedback on a continual basis.
- *Creation and/or support to community libraries:* Community libraries can have a positive impact on the reading culture of a community, providing access to much needed supplementary reading materials and serving as community gathering place. Previous donor programs have created libraries in some of the USAID/ACR regions, however, these libraries may need to be supplemented with reading materials in national languages.
- *Delivery of remedial reading courses and summer reading camps:* These activities will be particularly relevant in areas where there are frequent school closures due to teacher strikes and other unforeseen events. To mitigate impact on student reading achievement, communities may choose to create camps or reading-specific catch-up classes for those at-risk students who are struggling with reading.
- *Creation of reading clubs:* Building on best practices from other reading programs in Senegal (mentioned in Section I.C), we will cultivate existing volunteer networks (through youth clubs, AMEs, etc.) to create reading clubs where older students and community members can mentor children in grades 1-3 as they learn to read.
- *Organization of reading competitions and student recognition ceremonies:* Implemented at either the school, commune, department or regional level, reading competitions and other games will motivate students to read (and their parents to help them), by providing recognition to students, schools and districts. CGEs can work with private sector partners and other community associations to provide prizes and recognition to students with outstanding results in reading, as well as service awards for older students and/or community volunteers who have demonstrated their commitment to EGR support activities. Winners and success stories will be folded into SBCC activities, such as the community radio programs.
- *School open houses:* Organizing school open houses will help bridge the gap between school and community, raising awareness of what schools are doing to improve early grade reading outcomes and service delivery.

These activities will be supplemented by the distribution of extracurricular reading materials, adapted and printed through USAID/ACR assistance. USAID/ACR community-based EGR activities will be driven by both our implementing NGO subcontractors and CGEs through the community mobilization grants program (Section 2.C). To build CGE capacity and ensure effective implementation, USAID/ACR will conduct the following activities with members:

- *Action Planning:* At the end of each school year, representatives from CGEs and other school-related CBOs come together to review progress made under their annual PAV and CAQs and set new targets for the next school year. USAID/ACR local NGO partners, in coordination with IEF counterparts and oversight of USAID/ACR Regional Community and Parent Engagement Liaisons, will deliver workshops for CGEs to share PNL objectives and help them determine what EGR interventions will best support improved student achievement in their particular school environment. Program and MEN staff will help CGEs to integrate and report on EGR and community mobilization activities in their annual action plans.
- *Monitoring and Evaluation Support:* USAID/ACR will help CGEs and other school-related CBOs integrate new EGR indicators, and reinforce current indicators, in their annual PAV and CAQs, as well as provide tools and guidelines for reporting on these indicators. Local NGO subcontractors will verify the accuracy of reporting, integrating results into our overall project monitoring and evaluation plan, as well as official MEN reporting mechanisms already in place within the IEF.
- *Targeted Capacity Development Training:* We will train grantees in community mobilization and facilitation techniques, ensuring a consistent message and that all community members, regardless of gender, disability or other factors, have equal access to EGR support. These training will, in part, reinforce management and administration training provided through the World Bank and JICA.
- *Mentoring:* NGO subcontractors will frequently visit schools to monitor CGE activities and provide one-on-one mentoring as they implement their EGR action plans. When feasible, they will bring different CGEs together, pairing successful CGEs with others, particularly those that may have been awarded grants but who are struggling, so that they can learn from each other and begin making strategic links at the departmental level.
- *Sharing Lessons Learned:* USAID/ACR will host annual departmental stakeholder meetings where representatives of CGEs and other school-related CBOs (including grantees) can share their success stories and collectively brainstorm how to overcome persistent challenges and ensure sustainability.

### **C. At-home support to early grade learners improved**

In addition to community-based EGR activities, we will encourage improved at-home support through targeted training for parents and caregivers, using materials originally developed under EdData II and adapted by the MEN and USAID/ACR Parent and Community Advisor. These materials demonstrate through cartoon depictions, easy actions that parents that do to help support their children as they learn to read. Parent trainings will be primarily funded through the community mobilization grants program, and supplemented by USAID/ACR NGO subcontractors who will support volunteer community facilitators by training them in effective facilitation techniques. To ensure that changed parental behaviors are met with positive reinforcement at the teacher level, we will develop a training module for teachers, which will be integrated into the training program developed under Outcome I. Teachers will learn to effectively use new home-school communication tools introduced under the program. These tools will be simple in nature, to promote consistent use and alleviate the creation of additional burdens on teachers and may include a home-school workbook that includes simple pictures



(smileys, check marks, etc.) to indicate student progress. Additional illustrative at-home support activities include:

- *Developing and showcasing model print-rich homes and spaces:* Our experience in other countries shows that modeling a print-rich environment can demonstrate to parents and others how easy it is to create a physical space that encourages reading. We will work with volunteer families to create “reading walls” in their homes, with pictures and simple vocabulary in plain sight for children. Also, we will showcase collections of EGR reading materials, made from low-cost items that can easily be created by families and children.
- *Conducting home visits to families of struggling or at-risk students:* Experience shows that home visits that are conducted by trusted members of the community. USAID/ACR will leverage AMEs and other community volunteers (either through APEs or religious leaders) to visit home of students who need additional support and convince parents to attend trainings or other school events promoting a culture of reading.

## **D. Parent and community monitoring of early grade reading instruction improved**

As teachers, parents and children shift their behaviors and practices around early grade reading, it is important that they be able to see the impact of efforts on student EGR achievement. Through Output 3.4, USAID/ACR will support initiatives to unite community, parents and schools around the monitoring and interpretation of EGR results for children in grades 1-3 in the following ways:

- *Collaboration with the Laboratoire de Recherche sur les Transformations Economiques et Sociales (LARTES)/l’Institut Fondamental d’Afrique Noire (IFAN):* To build on existing student achievement evaluation initiatives, USAID/ACR will coordinate with the LARTES current household reading assessment, advocating that it be conducted in a sample of our target school-communities so that findings can feed into community, school, department and regional reading reviews.
- *Trainings for CGE members on presenting EGR results:* Information on students’ results and achievements must be presented in such a way that all parents (regardless of education or literacy levels) can understand it. They should see how their school compares to others in the region and the country, and clearly see what steps they can take, as parents, to improve those test scores. We will provide trainings and tools that CGEs can use to collect, analyze and clearly present this data to parents and members of the community.
- *Annual school evaluation meetings:* We will support CGEs to hold annual community meetings to showcase student achievement in reading, as well as progress made against PAV and CAQ indicators embedded in their school action plans.
- *Collective management of EGR resources:* To encourage school accountability, we will work with CGEs to also report on the use and availability of EGR didactic materials, the management of USAID/ACR grants and teacher attendance.
- *Inter-CGE planning and coordination meetings:* We will support meetings between CGEs so that they can share best practices in engaging parents and community members in the monitoring of EGR instruction at the school level. This will include collectively planning for potential school disruptions, such as teacher strikes and other unforeseen circumstances.



**COMITE TECHNIQUE NATIONAL DU PROGRAMME NATIONAL DE LECTURE (PNL)  
SOUS-COMITE TECHNIQUE SOUTIEN PARENTAL ET ENGAGEMENT DES  
COMMUNAUTES**

Projet de Termes de Reference

**I/ CONTEXTE**

L'initiative Assistance Technique pour le Programme National de Lecture du Sénégal (AT-PNLSen) est financée par l'USAID. Elle est conduite par le *Ministère de l'Éducation Nationale* (MEN) pour appuyer le Programme. Elle vise l'amélioration du niveau en lecture des élèves du CI au CEI grâce à un programme national efficace, pertinent et évolutif. Les 3 résultats visés par le programme sont :

**Résultat 1 : Amélioration de l'enseignement de la lecture en premières années du primaire public et des Daaras**

**Résultat 2 : Amélioration du système de l'enseignement de la lecture à l'école primaire**

**Résultat 3 : Amélioration de l'engagement des parents et des communautés dans le soutien de la lecture**

Dans ce cadre, il est prévu important un volet sur le soutien parental et engagement des communautés. Dans ce sens, l'Assistance Technique au Programme National de Lecture du Sénégal (AT-PNLSen) va appuyer le MEN dans la mise en place d'une Commission Nationale de Lecture qui sera composée de plusieurs sous-comités dont celui du soutien parental et engagement des communautés qui devra améliorer l'engagement des parents et des communautés dans le soutien à la lecture.

**II/ MISSION**

Améliorer l'engagement des parents et des communautés dans le soutien à la lecture

**III/ OBJECTIFS**

**Objectif général.**

Coordonner la mise en œuvre et le suivi du plan d'engagement parental y compris le plan de communication pour un changement social et de comportement.

**Objectifs spécifiques :**

- ✓ Augmenter la demande des parents et des communautés pour un enseignement de qualité de la lecture initiale des enfants
- ✓ Soutenir la lecture initiale des enfants au niveau des familles ;
- ✓ Développer le soutien parental et l'engagement communautaire en faveur de lecture initiale des enfants ;
- ✓ Développer des mécanismes de suivi de la surveillance des parents et communautés en faveur de la lecture initiale des apprenants.

## **IV/RESULTATS ATTENDUS**

- ✓ Augmentation de la demande des parents et des communautés pour un enseignement de qualité de la lecture initiale des enfants
- ✓ Mise en œuvre des activités sur l'accompagnement de la lecture initiale au niveau de la communauté
- ✓ Amélioration du soutien parental pour la lecture initiale au niveau de la famille
- ✓ Amélioration du suivi par les parents et la communauté de la lecture initiale

## **VI/ DOMAINES DE COMPETENCES**

- ✓ Elaboration d'un programme de soutien parental et communautaire ;
- ✓ Elaboration d'un plan de campagne de communication pour le changement de comportement des parents et des communautés pour l'accompagnement à la lecture des enfants ;
- ✓ Organiser la formation des ONG sous contractantes sur le programme de soutien communautaire
- ✓ Définition d'orientation pour des activités communautaires de base à travers les CGE ;
- ✓ Appui à l'élaboration des outils et supports pour les activités extra scolaires de lecture à domicile ;
- ✓ Organisation et capacitation de la communauté pour le développement des activités communautaires ;
- ✓ Participation à l'évaluation de la lecture des enfants au niveau des ménages ;
- ✓ Intégration de la dimension genre ;
- ✓ Création une plateforme des ONG et projets sur les meilleures pratiques en matière d'engagement des parents et des communautés dans l'accompagnement de la lecture initiale des enfants ;
- ✓ Coordination, suivi et supervision du développement du programme de soutien communautaire mise en œuvre par les ONG sous contractantes.

## **VI/ ORGANISATION ET FONCTIONNEMENT**

### **1- Rôles et responsabilités**

La DEE assure la coordination technique et générale du sous-comité avec l'appui des membres du sous-comité. Il doit convoquer et présider les réunions et proposer les ordres du jour. Il représente le sous-comité au niveau de la commission nationale et s'occupe du suivi de l'exécution du plan d'action.

Un rapporteur du sous-comité sera désigné lors de la première réunion. Il aura pour mission de préparer les réunions sous le leadership de la DEE, de rédiger les Procès-verbaux de réunions, d'assurer le suivi des décisions et recommandations, la rédaction et diffusion des rapports d'activités du sous comite.

Les membres, nommés par leurs structures, participent aux réunions, élaborent, discutent des propositions et font des recommandations. Ils participent à la mise en œuvre du plan d'action, peuvent rédiger des rapports, produire des documents de travail et appuyer la coordination. En outre, ils pourront faire des présentations sur demande des membres du sous-comité. Ils doivent être des relais auprès de leurs structures pour partager les informations et appuyer les recommandations du sous comite en vue d'atteindre les objectifs du programme national de lecture.

### **2- Modalités des réunions**

Les réunions se tiendront une fois par mois durant les quatre premiers mois de la première année d'existence du sous-comité de recherche en lecture. Par la suite, elles se tiendront une fois tous les 2

## Annex A. Terms of Reference, Subcommittee on Parent and Community Engagement

mois. À partir de la deuxième année, les réunions se feront une fois par trimestre. En cas d'urgence, une réunion extraordinaire peut être convoquée.

Les réunions peuvent se tenir au Ministère de l'Éducation nationale ou au siège de l'AT-PNLSen avec un ordre du jour proposé par le coordonnateur et transmis par le rapporteur aux membres dans un délai minimum de 3 jours avant la date de la réunion.

### 3- Prise de décision

Les décisions sont prises par consensus après débats. Mais, en cas de désaccord profond, un arbitrage de la commission nationale est requis.

### 4- Modalités et mécanismes de validation des productions

Les productions (rapports, études, propositions) sont pré-validées par le sous-comité. Les validations finales des productions sont du ressort de la commission nationale.

## VII/ COMPOSITION

Les membres permanents seront désignés sur la base des compétences dans le domaine de l'engagement parental et communautaire. Ci-dessous une proposition de liste

Nbre	Structures	Personnes désignées	Position dans le sous-comité
I	DEE		
I	DPRE		
I	INEADE		
I	DFC		
I	DALN		
I	DRTS		
I	COSYDEP		
I	FENAPES		
I	UNAPES		
I	ARED		
I	Union des radios communautaires du Sénégal (URACS)		
I	Responsable Genre AT-PNL		
I	Dir. Prog. AT-PNL		
I	Resp. Com. AT-PNL		
I	Lead R3		
I	Spécialiste communication R2		

### Personnes ressources

Nbre	Structures	Personnes désignées	Position
2	AT-PNLSen		
		Cheikh Seck	SBCC Specialist

## ANNEX B. Implementation Timeline for Community Literacy Support

### IMPLEMENTATION TIMELINE FOR COMMUNITY LITERACY SUPPORT

Activity	Activity Leader	Beneficiaries	Timeframe	Location	Description/ Justification
<b>Cross-cutting Activities</b>					
Identification of MEN counterparts at national, regional and departmental levels	USAID/ACR Chief of Party USAID/AT-PNL Parent and Community Engagement Advisor	All	By June 2017 for the central level and first 3 regions  TBD for the remaining 3 regions	Dakar and 6 USAID/AT-PNL regions	Working through and in collaboration with MEN counterparts is essential to achieving sustainability of community literacy support activities. USAID/ACR leadership will liaise with the DEE to identify key MEN staff at the regions and departments to drive program activities in coordination with USAID/ACR Community and Parent Regional Liaisons.
Creation of national-level subcommittee on Parent and Community Engagement	USAID/ACR Chief of Party USAID/AT-PNL Parent and Community Engagement Advisor	All	June 2017	Dakar	This subcommittee will put in place a monitor and evaluate CLSP activities, including the mass communication and grassroots SBCC campaign. Meeting regularly throughout the year, they will approve all Outcome 3 initiatives and be directly involved in work planning for each calendar year.
Development of NGO subcontractor selection criteria	MEN counterparts USAID/ACR Grants Team USAID/ACR Parent and Community Engagement Advisor	Local communities	May 2017	Dakar	Selection criteria will be developed and validated by MEN and USAID/ACR staff and reflect the inclusive principles of the program. Selection criteria will include both technical, organizational capacity and cost criteria to ensure the best value.
Publication of Request for Proposals for local NGO implementing subcontractors	USAID/ACR Grants Team	Local and regional NGOs	May 2017 (Kaffrine, Kaolack & Matam) May 2018 (Diourbel, Louga, St. Louis)	6 USAID/AT-PNL regions	The RFP will be publicized broadly, using word of mouth, newspapers, directly mailing and internet announcements, to ensure that all organizations have the opportunity to submit an application
Identification of a transparent selection panel to select regional NGO implementing subcontractors	MEN Counterparts USAID/ACR Grants Team	Local and regional NGOs	June 2017 Kaffrine, Kaolack & Matam) June 2018 (Diourbel, Louga, St. Louis)	Dakar	The technical selection panel will be inclusive, with representation of both men and women and individuals from each region.

## ANNEX B. Implementation Timeline for Community Literacy Support

### IMPLEMENTATION TIMELINE FOR COMMUNITY LITERACY SUPPORT

Activity	Activity Leader	Beneficiaries	Timeframe	Location	Description/ Justification
Contractualization of USAID/AT-PNL local NGO implementing partners through competitive process	USAID/AT-PNL Parent and Community Engagement Advisor and Regional Liaisons	USAID/AT-PNL NGO partners	June-July 2017 May-June 2018	Kaffrine, Kaolack & Matam  Diourbel, Louga & St. Louis	Social behavior change communication interventions should be contextualized to the realities of each individual community and reflect their unique socio-cultural barriers and opportunities. Working through local and regional NGOs will ensure that SBCC intervention packages are tailored to the regional context and meet the needs of the different stakeholders.
Workshops for NGO implementing partners	USAID/AT-PNL Parent and Community Engagement Advisor and Regional Liaisons	USAID/AT-PNL NGO partners	Yearly in September	6 USAID/AT-PNL regions	NGO partners engage in regular orientations and workshops to learn about program updates and master USAID/ACR program content. USAID/ACR will provide ongoing mentoring and support, coupled with these yearly workshops to ensure that communities are getting excellent services. Workshops will also provide a venue for sharing best practices, challenges and lessons learned across the partnership.
Development of regional work plans	Local Implementing NGOs IA/IEF USAID/AT-PNL Parent and Community Engagement Regional Liaisons	Target Communities	Yearly in August	6 USAID/AT-PNL regions	Following annual USAID/AT-PNL work planning, we will develop a comprehensive community development annual work plan for each region that details the activities, listed below, that will be implemented in each project region. This process will be driven by the local Implementing NGOs in collaboration with the regional/departmental MEN counterpart and USAID/AT-PNL staff. In this way, activities will align with local needs and priorities.
Partnership creation through Memorandums of Understanding and other informal agreements	Local Implementing NGOs IA/IEF CGEs	Target Communities	Ongoing	6 USAID/AT-PNL regions ; 19 departments ; school communities	Creating mutually beneficial partnerships with key community structures and organizations (e.g. local government, private sector partners, associations, NGOs, and other donors) is essential to supplement resources (monetary and non-monetary) and promote long-term sustainability and community buy-in.
National-level Parent and Community Engagement Community of Practice meetings for community and parent engagement implementers	USAID/AT-PNL Parent and Community Engagement Advisor and Regional Liaisons (USAID/AT-PNL and IEF)	USAID/AT-PNL NGO partners International/ Regional/Nat'l NGOs	Yearly	Dakar	By meeting with implementing partners outside of the AT-PNL partnership, we will be able to widely share program accomplishments and learn about what other organizations are doing around community and parent engagement in general, and in early grade reading, specifically. We will be able to identify potential points of collaboration, which will increase the adaptability and flexibility of our programming. This was demonstrated in the recent workshop on SBCC, held in Dakar,

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					where groups of implementers came together to share approaches in SBCC that will inform USAID/ACR's SBCC strategy.
Regional stakeholder forums on parental and community engagement	USAID/AT-PNL Parent and Community Engagement Advisor and Regional Liaisons (USAID/AT-PNL and IA/IEF)	UCGEs, CBOs, Parents, Teachers, local leaders, etc.	Yearly	6 USAID/AT-PNL regions	These forums will ensure that approximately 50 stakeholders from the department level (CGE representatives, CBOs, NGOs, IEF, etc.) are meeting to share results and ideas, and learn from each other's perspectives. Activities will be better coordinated and supported, leading to increased future sustainability.
Departmental stakeholder roundtables	USAID/AT-PNL Parent and Community Engagement Advisor and Regional Liaisons (USAID/AT-PNL and IEF)	IEFs, CGEs, Parents, Teachers, Local leaders, private sector, etc.	Yearly	19 USAID/AT-PNL departments	These forums will ensure that stakeholders at the departmental level are meeting to share ideas/materials and learn from each other's perspectives. Activities will be better coordinated and supported, leading to increased future sustainability.
Regular monitoring of program activities	USAID/AT-PNL Parent and Community Engagement Advisor and Regional Liaisons (USAID/AT-PNL and IEF) Implementing NGOs	Implementing NGOs CGEs	Monthly & Quarterly	19 USAID/AT-PNL departments	MEN liaisons and AT-PNL staff and local implementers will regularly monitor EGR activities across output areas to ensure that they in alignment with the CLSP and achieving tangible results. Monitoring includes site visits, email check-ins (when possible), phone calls, individual interviews and focus group discussions.
<b>Output 3.1 Parent and community demand for high-quality early grade reading instruction increased</b>					
KAP survey in target regions to determine existing knowledge, attitudes and practices around parental engagement in early grade reading	Plan M&E Advisor USAID/ACR MEL team USAID/AT-PNL Parent and Community Engagement Advisor and SBCC Specialist Selected consulting firm	Target communities	July-Sep 2017 (baseline for Kaffrine, Kaolack & Matam)  May 2018 (baseline for Diourbel, Louga & St. Louis)  May 2019  March 2021	Target intervention zones	A detailed baseline KAP survey, implemented in each of the AT-PNL regions, will provide valuable data needed to develop a targeted SBCC campaign for each community/language group that addresses the different barriers and opportunities they face. Conducting the survey again in Y3 will allow USAID/AT-PNL to monitor progress and make the necessary modifications and adjustments to the SBCC materials and strategy. The final survey in Y5 will demonstrate the ultimate success of the community interventions.

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Comprehensive grassroots SBCC strategy development	USAID/AT-PNL SBCC Specialists, Implementing NGOs	Target communities	Jul-Sep 2017	Target intervention zones	The SBCC strategy will outline, in a detailed manner, the different barriers and opportunities faced by communities, as well as different stakeholder groups (fathers, mothers, grandmothers, girls, boys, children with disabilities, etc.). It will guide AT-PNL Implementing NGOs as they conduct activities and help them prioritize interventions and align with the overarching USAID/ACR communications strategy, developed under Output 2.1.
Adaptation of existing SBCC materials and print advertisements	USAID/AT-PNL SBCC and Communication (Outcome 2) Specialists	Target communities	Jul-Aug 2017	Target intervention zones	Building off SBCC print, radio and other materials developed under the successful EdData II Kaolack study (and adapting them for new target languages) will be highly cost effective and will allow SBCC interventions to begin at the onset of the 2017/18 school year.
Identification of community champions	USAID/AT-PNL Implementing NGOs	Target communities	Ongoing	Target intervention zones	Identifying influential community members (e.g. village elders, religious leaders, elected officials, civil society leaders, etc.) who will publicly stand by the program and support its objectives throughout implementation will have a positive effect on public opinion.
Facilitator training on grassroots SBCC techniques	USAID/AT-PNL Implementing NGOs	Local facilitators	Beginning of each school year	Target intervention zones	This activity will ensure all facilitators are following best practices in community engagement (inclusive, engaged, practice-based, etc.) and understand key project messages.
<b>Illustrative SBCC activities</b>					
Community radio programs	USAID/AT-PNL Regional Parent and Community Engagement Liaison, SBCC Specialist, Implementing NGOs	Target Communities	Ongoing	Target intervention zones	Community radio programs will dovetail with the ACR mass communication campaign, using pre-recorded spots, roundtable discussions, stakeholder interviews, outstanding teacher profiles and program theme songs to increase parent/community awareness of program objectives and introduce/reinforce positive behaviors and practices around supporting early grade readers.
Community theater	USAID/AT-PNL Implementing NGOs	Target Communities	Ongoing	Target intervention zones	Theater forums are often effective in triggering people to take an initial action because they model positive behavior and create open discussion, allowing individuals to feel comfortable within the social norms of the community. After such sessions, audience members sometimes say things such as « I have always wanted to talk about this in public, but I have never dared to before, » or « Now that we have broken the ice about this

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Activity	Activity Leader	Beneficiaries	Timeframe	Location	Description/ Justification
					subject, we can continue the discussions without feeling too embarrassed. »
Mobile phone messaging directed towards parents and caregiver	USAID/ACR SBCC Specialist USAID/ACR Implementing NGOs	Target Communities	Ongoing	Target intervention zones	Orange-supported push SMS and voice messaging will serve as follow up to community activities, reminding parents and caregivers to follow through with planned actions to support quality reading activities in the schools and communities. UNICEF reports that 87% of people in Senegal have access to a mobile phone.
Sharing case studies of successful parents, caregivers, students and communities	USAID/ACR SBCC Specialist USAID/ACR Implementing NGOs	Target Communities	Ongoing	Target intervention zones	Studies in positive deviancy show that sharing the stories of individuals and groups that have successfully adopted positive behaviors that push against established societal norms (and showcasing the benefits of these actions) can have a powerful effect on others, pushing them to adopt these behaviors themselves.
<b>Output 3.2 Community-based early grade reading activities implemented</b>					
Early grade reading materials for out-of-school supplemental reading review and adaptation	USAID/ACR Outcome I team and Parent and Community Engagement Advisor	Children (grades 1-3) ; Parents and caregivers	Jul-Sep 2017	Dakar	Coordinating with Outcome I, early grade reading materials that are age and context-appropriate will be updated in the target languages for our regions (Pulaar, Seereer and Wolof).
Early grade reading materials for out-of-school supplemental reading distribution	USAID/ACR Implementing NGOs	Children (grades 1-3) ; Parents and caregivers	Yearly	19 USAID/ACR departments	Having increased access to supplemental EGR materials, at home, will lead to increased opportunities to read and provide opportunities for parents to interact with their children as they read.
Development of community grants program, including grants manual	USAID/ACR Senior Grants and Subcontracts Manager USAID/AT-PNL Parent and Community Engagement Advisor	CGEs	May/June 2017	Target intervention zones	Drawing on the experiences of the World Bank and other donors, USAID/ACR will develop a streamlined process to deliver small grants to CGEs so that they can deliver community-based EGR activities to their school communities, choosing from the different illustrative activities below.
Workshops with CGEs to integrate early grade reading indicators into annual PAV/CAQs plans and develop capacity	USAID/ACR Parent and Community Engagement Regional Coordinators IEF Local Implementing NGOs	CGEs	Yearly at beginning of school year	Target intervention zones	Despite the Ministerial decree establishing the existence of CGEs over 10 years ago, many schools have weak CGEs that require additional administrative and program support to improve community outreach and participation. Part of this includes integrating EGR indicators into their annual work planning (CAQs) and helping CGEs identify potential funders for activities (private sector, municipalities, etc.).



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Activity	Activity Leader	Beneficiaries	Timeframe	Location	Description/ Justification
Solicitation of grant applications from CGEs and other community organizations	USAID/ACR Senior Grants and Subcontracts Manager USAID/ACR Parent and Community Engagement Regional Coordinators	CGEs and/or other community organizations	Jun-Aug 2018 Jun-Aug 2019 Jun-Aug 2020	Target intervention zones	CGEs who successfully integrate EGR activities into the annual CAQs and demonstrate an engaged interest in promoting the MEN-PNL will be eligible to receive small grants to implement community-based EGR activities that support parent involvement in reading and motivate students to read. Serving as a nexus between school and community, CGEs are strategically placed to implement these activities and ensure their future sustainability.
Monitoring visits to CGEs	USAID/ACR Implementing NGOs IEF	CGEs	Ongoing	Target intervention zones	As part of ongoing mentoring and support to CGE leaders, USAID/ACR Implementing NGOs, in collaboration with personnel at the IEF, will visit schools to monitor CGE parent outreach and community-based reading activities, providing input, advice and direction as needed.
Facilitator training on SBCC techniques	USAID/ACR Implementing NGOs	CGEs	Beginning of each school year	Target intervention zones	This activity will ensure that CGEs members understand key MEN-PNL messages and are following best practices in community engagement (inclusive, engaged, practice-based, etc.) and understand key project messages.
Advocacy to local authorities	USAID/ACR Implementing NGOs CGEs and other associations Community Leaders	Target Communities	Ongoing	Target intervention zones	To engender support and funding of initiatives to support reading in the community.
<b>Illustrative Community-based EGR activities</b>					
Community orientation and sensitization meetings	CGEs/ school directors USAID/ACR implementing NGOs	Target Communities	Beginning of each school year	Target intervention zones (school-level)	These meetings will serve to get buy-in from the community on program messages and activities at the beginning of the school year, as well as the language chosen for instruction.
Creation and/or support to community libraries	USAID/ACR implementing NGOs CGEs	Target Communities	Ongoing	Target intervention zones (school-level)	Most communities in Senegal, particularly in rural areas, have little access to quality reading materials, making it difficult for children to consistently engage in reading activities at home. Community libraries can have a positive impact. Some communities and CGEs may choose to apply for grants (or garner private sector support) to create school/community or

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Activity	Activity Leader	Beneficiaries	Timeframe	Location	Description/ Justification
					mobile libraries to increase the availability of books and other reading materials for children in grades 1-3.
Implementation of community/school-based catch up courses, school reading camps during vacation/school closures	CGEs USAID/ACR implementing NGOs	Target Communities	As needed	Target intervention zones (school-level)	Senegal experiences frequent school closures due to teacher strikes, holidays and other events. When school is out of session for long periods of time, students fall behind in reading outcomes, especially young learners. To mitigate this, CGEs, with the support of USAID/ACR Implementing NGOs can organize catch-up courses or reading camps during these periods, engaging members of the community and volunteers to serve as facilitators/instructors.
Community dialogues	CGEs USAID/ACR implementing NGOs	Target Communities	Ongoing	Target intervention zones (school-level)	These periodic follow-on meetings with parents, elected officials, community leaders, religious leaders and CGE leadership will serve to motivate and support parents to support children's learning; publicize community libraries and increase subscriptions; and advertise upcoming events and opportunities.
Organization of reading competitions and games	CGEs	Students Parents Community members	Ongoing	Target intervention zones	Implemented at either the school, commune, department or regional level, reading competitions and other games will motivate students to read (and their parents to help them), by providing recognition to students, schools and districts. Winners and success stories will be folded into SBCC activities, such as the community radio programs.
Creation of Reading Clubs	CGEs	Students Parents	Ongoing	Target intervention zones (school-level)	Reading clubs are an opportunity for students to share books; for older students and/or adult volunteers to mentor younger children; and for community members to contribute to EGR activities.
Student Recognition award ceremonies	CGEs	Students	Ongoing	Target intervention zones (school-level)	CGEs can work with private sector partners and other community associations to provide prizes and recognition to students with outstanding results in reading, as well as service awards for older students and/or community volunteers who have demonstrated their commitment to EGR support activities. This will feed into SBCC activities, mentioned above, by highlighting the contributions of positive role models in the efforts to influence broader societal behavior change.
School Open Houses	CGEs	Students Parents	Ongoing	Target intervention	Organizing school open houses will help bridge the gap between school and community, raising awareness of what schools are

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Activity	Activity Leader	Beneficiaries	Timeframe	Location	Description/ Justification
		Community members		zones (school-level)	doing to improve early grade reading outcomes and service delivery.
<b>Output 3.3 At-home support to early grade learners improved</b>					
Adaptation of EdData II parent training materials	USAID/ACR Parent and Community Engagement Advisor and SBCC Specialist(s)	Parents and caregivers in target communities	June-Aug 2017	Dakar	Adapting the proven EdData tools for each target language (cartoon series modeling successful behaviors in glossy, color print materials) in more cost effective black and white format will reduce program costs while maintaining program impact. These materials, distributed monthly during community dialogue meetings, etc. have shown to change the way parents interact with their children around reading and other academic subjects.
Development of home-school communication tool	USAID/ACR Parent and Community Engagement Advisor MEN counterparts (DEE, IEF)	Parents and caregivers and teachers in target communities	June-Aug 2017	Dakar	Simple tools, like homework checklists and student progress reports, will help bridge the gap between parent and teacher and provide an incentive for parents to get more involved in monitoring student progress and accompanying reading acquisition.
Training of Parents on how to effectively engage their children in early grade reading activities	USAID/ACR Implementing NGOS CGEs	Parents and caregivers in target communities	Throughout school year	Target intervention zones (school-level)	When parents have the appropriate tools and knowledge, even illiterate parents can be empowered to accompany their children in EGR activities. Using the adapted EdData II parent training tools (described above), locally trained facilitators will bring parents together monthly to model desired behaviors to parents and caregivers of grade 1-3 students.
Development of teacher training modules on effective community engagement (in collaboration with Outcome I)	USAID/ACR Parent and Community Engagement Advisor	Teachers in target schools	December 2017	Dakar	If we are asking parents to change the way they engage with their child's teachers, then we must also prepare teachers for this new form of engagement. We will develop a module on parent engagement to accompany the pedagogical modules developed under Outcome I and delivered as part of the PNL teacher training program.
<b>Illustrative at-home support activities</b>					
Development and showcasing of model print-rich home environments	USAID/ACR Implementing NGOS CGEs	Parents and caregivers and students in target communities	Ongoing	Target intervention zones (school-level)	Creating a print-rich environment can sometimes be easier than expected, even in the poorest communities. We will work with volunteer families to creating « reading walls » in their home, etc., and invite other families from the school to see how this is contributing to EGR achievement.
Home visits to families of struggling or at-risk students	USAID/ACR Implementing NGOS CGEs	Parents and caregivers and students in	Ongoing, as needed	Target intervention	For parents and caregivers needing additional support and guidance (especially those of struggling or at-risk students), CGE

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		target communities		zones (school-level)	members and/or USAID/ACR implementing NGOs can schedule home visits to provide one-on-one guidance and support.
<b>Output 3.4 Parent and community monitoring of early grade reading instruction improved</b>					
Collaboration with LARTES/IFAN related to household-level assessments of students' reading	USAID/ACR Parent and Community Engagement Advisor and DEE counterpart USAID/ACR MEL Team	Parents and caregivers and students in target communities	Ongoing	Target intervention	To build on existing student achievement evaluation mechanisms, USAID/ACR will liaise with LARTES current household reading assessment, ensuring that is it conducted in a sample of our target school-communities so that findings can feed into community, school, department and regional reading reviews.
Training for CGE members on monitoring CAQ indicators and presenting EGR information to the community	USAID/ACR Parent and Community Engagement Regional Liaison IEF counterparts Implementing NGOs	CGE members School Directors	End of school year	Target intervention zones (school-level)	Information on students' results and achievements must be presented in such a way that all parents (regardless of education or literacy levels) can understand it. They should see how their school compares to others in the region and the country, and clearly see what steps they can take, as parents, to improve those test scores. We will provide trainings and tools that CGEs can use to collect, analyze and clearly present this data to parents and members of the community.
Community presentations on student performance results	CGE members School Directors	Parents, caregivers and community stakeholders in target communities	End of school year	Target intervention zones (school-level)	CGEs will organize yearly events to showcase student performance and results to parents and the broader community.
Collective management of school resources (grants, didactic materials, teacher attendance, etc.)	CGE APE School governments	Target schools and students	Quarterly	Target intervention zones (school-level)	To encourage school accountability, we will work with CGEs to monitor the use and availability of EGR didactic materials, as well as the management of USAID/ACR grants and teacher attendance.
Inter-CGE planning meetings to discuss parent and community engagement	USAID/ACR Implementing NGOS	CGE	Two times per school year	Target intervention zones (school-level)	We will organize meetings between CGEs so that they can share best practices in engaging parents and community members in the monitoring of EGR instruction at the school level. This will include collectively planning for school disruptions, such as teacher strikes and other unforeseen circumstances.